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ABSTRACT

One in a series of five volumes of teacher-developed learning modules on urban career education (K-12), this document contains learning activities for grades 4-6 which are intended to be infused in the following subject areas: language arts, social studies, mathematics, science, music, art, and physical education. Each module includes the following information: grade level, subject area, learner outcomes, baseline objective, performance objective, curriculum content, activities, and resources/suggestions. (BM)

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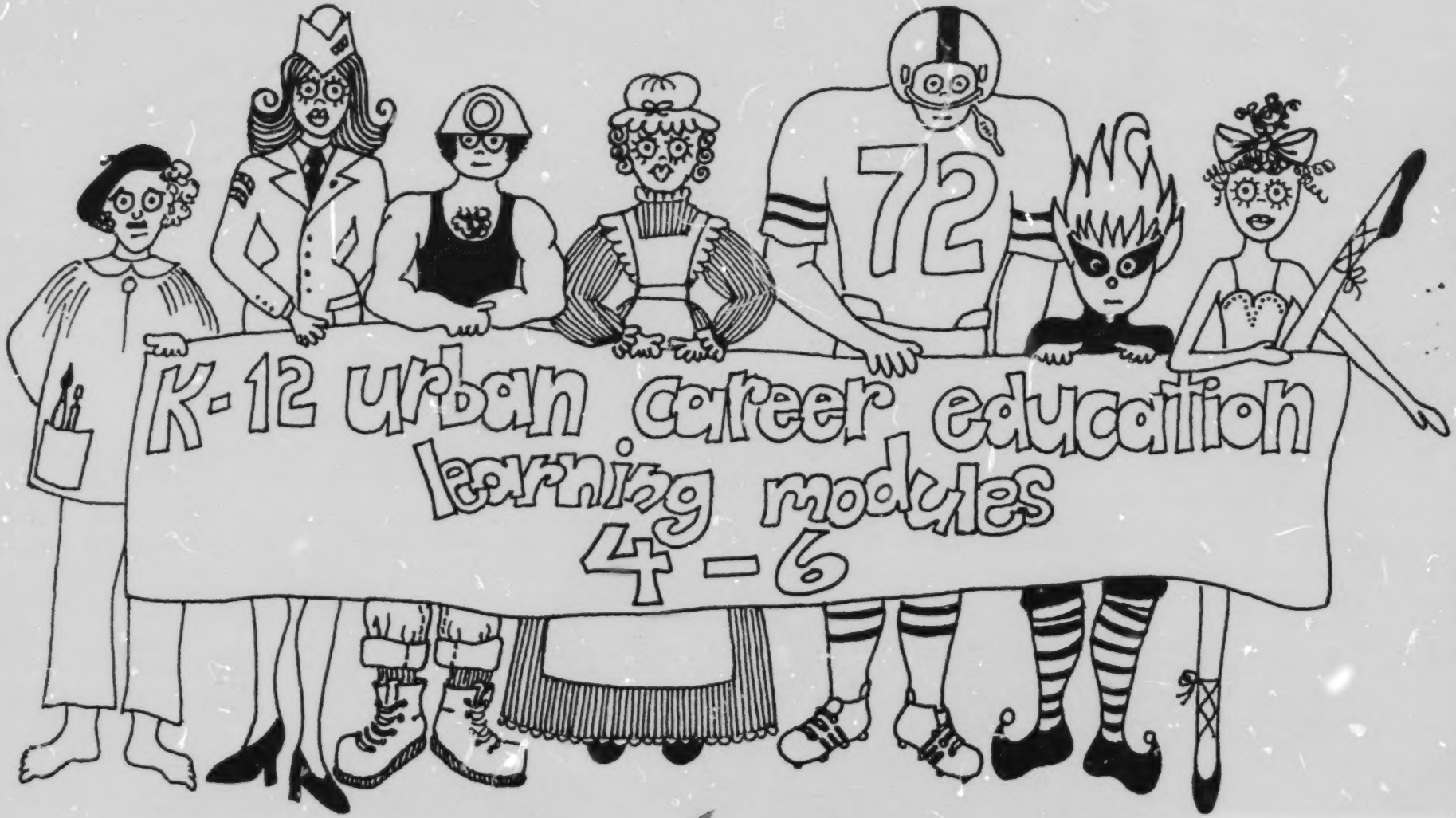

K-12 urban career education learning modules 4-6

dallas independent school district

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NATIONAL INSTITUTE OF EDUCATION

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K-12
URBAN CAREER EDUCATION LEARNING MODULES

4-6

WRITTEN BY THE PARTICIPATING TEACHERS

SEPTEMBER, 1977

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This publication is the result of sixty hours of staff development training for approximately 250 participants from fourteen project schools in the East Oak Cliff Sub-District. These sessions dealt with the infusion of career education into the classroom curricula. Each participant developed two original modules which are included in this publication. It is not possible to list all of the contributors who assisted in this endeavor. However, it must be recognized that it was through their efforts that we are able to share these suggestions for improving the educational experience of East Oak Cliff students through the infusion of career education into the classroom curricula.

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Nolan Estes
General Superintendent

FOREWORD

The K-12 Urban Career Education Project is dedicated to improving the educational experience of students in the East Oak Cliff Sub-District of the Dallas Independent School District. The goal of this project is to successfully infuse the concepts of career education into the daily curriculum provided by the Baseline programs. To accomplish this, a cadre of teachers have been trained in the methods of infusion and asked to produce sample learning modules for classroom use.

This publication contains the collected works of these teachers from fourteen project schools in the sub-district. These modules will serve as a guide for each participating teacher as the project moves toward active implementation of career education in the classroom.

Nolan Estes

Nolan Estes
General Superintendent

3700 Ross Avenue, Dallas, Texas 75204, 214/824-1620

LEARNING MODULE
CAREER EDUCATION

SUBJECT: SWRL Reading

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 3:01 Given a sample employment application, the student should be able to neatly and accurately fill in all blanks, indicating "n/a" for those statements which do not apply.

BASELINE OBJECTIVE: N/A

PERFORMANCE OBJECTIVE: The student will be able to fill out his/her application completely and accurately.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Job Application -form -use -vocabulary	1. Read the job application form.	1. Job application from a local firm.
	2. Observe a skit of two teachers role playing a job interview.	
Interviewing Skills -with local company representative -role-playing	3. Participate in a job interview with a local company representative.	3. Contact personnel department of a fairly large company.
Parent interviews Emphasis on reading and use of complete sentences	4. Interview their parents about how they obtained their present job and write down their responses in simple sentence form.	
Discuss use of newspaper want ads.	5. Correctly fill out a job application form using proper grammar.	5. Ask the resource person how to fill out the application properly.
	6. Locate a want ad and describe the requirements of a job in paragraph form.	6. Local newspapers.

EVALUATION: The student will fill out her/his application completely and accurately.

Cathey L. Gilbreath
Albert Sidney Johnston

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 3:03 The student should be able to identify acceptable and unacceptable interview behaviors.

BASELINE OBJECTIVE: The student will be able to develop completeness in messages and send/receive complete messages.

PERFORMANCE OBJECTIVE: The student will be able to distinguish acceptable and unacceptable interview behaviors through observing and participating in mock interviews.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Completing the Application Form -Neatness -Accuracy Listening Skills Correct Language Usage Positive Behavior - "Helps" -Dress neatly -Be alert -Be on time -Have some knowledge of the job applying for -Ask questions about uncertainties -Be courteous	The student will: 1. Divide into groups and classify acceptable and unacceptable behaviors. 2. List the things that "help" and those that "hurt" people seeking a job. 3. Practice completing application forms. 4. Share and discuss the lists of "helps" and "hurts".	1&2 Small groups, pencil, and paper. 3. Application forms provided by the teacher.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Negative Behavior - "Hurts" -Acting militant -Using profanity -Incomplete application -Untidiness -Intoxicated Show Interest in Interview	5. Role-play the "helps" and the "hurts". 6. Distinguish acceptable and unacceptable behaviors as portrayed in mock interview sessions.	5. Student participation. 6. Pencil, paper Student participation.

EVALUATION: The student will distinguish acceptable and unacceptable interview behaviors through observing and participating in mock interviews.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 3:04 The student should be able to demonstrate a knowledge of how to use a telephone and phone book to get information regarding the public transportation system.

BASELINE OBJECTIVE: The student will be able to develop completeness in messages and send/receive complete messages.

PERFORMANCE OBJECTIVE: The student will be able to use the telephone and phone book to obtain information regarding public transportation by utilizing complete sentences spoken courteously.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Review of alphabetical order Guide words in the phone book	1. Demonstrate his/her knowledge of "alphabetical order" by using the Yellow Pages to look up specific information.	1. Yellow Pages/Directions from teacher.
Courtesy in conversation	2. Engage in a discussion with a representative from Bell Telephone Company.	2. Teacher will invite a representative from the phone company to come and speak with the class.
Speaking in complete sentences Locating information in the phone book	3. Practice making calls using the "Teletrainer" equipment.	3. The teacher should have the the representative to bring with him/her the "Teletrainer" equipment.
	4. Locate information regarding public transportation using the phone book and the "Teletrainer" equipment.	

EVALUATION: The student will use the telephone and phone book to obtain information regarding public transportation by utilizing complete sentences spoken courteously.

Winifred Mabee
Lisbon

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 4:15 The student should be able to respect authority and give an example of the necessity for this attitude on the job.

BASELINE OBJECTIVE: The student should be able to draw conclusions from messages and send/receive messages.

PERFORMANCE OBJECTIVE: The student will be able to identify an example of proper respect for authority and state why he/she feels this is a good quality in a person.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Respect for Leadership Respect for Authority Classroom Discussions - Why respect for authority is important. - Are there any jobs where no authority is needed? - Why is there a need for authority? - Respect and authority in the home, church, school and community.	1. Divide into groups and select a leader for each group. 2. Visit institutions and observe respect for authority. 3. View a film or filmstrip and discuss respect for authority. 4. Engage in a discussion with visitors on "the qualities of good leadership." 5. List instances where he/she becomes a leader or a follower.	1. Group leader will be responsible for his/her members observing school and safety rules. 2. Institutions: hospitals, jails, churches, etc. 3. Film or filmstrip should be carefully selected on respect and authority. 4. Principal, nurse, librarian, minister, community worker, etc. 5. Pencil, paper.

EVALUATION: The student will identify an example of proper respect for authority and state why he/she feels this is a good quality in a person.

Johnny L. Brantley
W.B. Miller

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 9:11 The student should understand the need for good grammar and spelling in order to communicate with others.

BASELINE OBJECTIVE: The student will be able to explain words in messages and send/receive explanations.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate good grammar and correct spelling when filling out a job application and participating in a job interview.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
-Skills in Language Usage -Vocabulary Development -Job Applications -Job Interview	The student will: 1. Unscramble groups of words to make sentences. 2. Listen carefully to classmates conversing with one another and write down the mistakes made in their grammar. 3. Demonstrate knowledge of good grammar by taking a short quiz. 4. Complete a sample job application form. 5. Role-play mock interviewing sessions using correct grammar.	1. Worksheets provided by the teacher. 2. Pencil, paper 3. Teacher-made materials. 4. Students should exchange applications and check for spelling and grammar errors.

EVALUATION: The student will demonstrate good grammar and correct spelling when filling out a job application and participating in a job interview.

M. F. Traylor
Clinton P. Russell

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 5

CAREER EDUCATION
LEARNER OUTCOME: 3:01 Given a sample employment application, the student should be able to neatly and accurately fill in all blanks, indicating "n/a" for these statements which do not apply.

BASELINE OBJECTIVE: The student will be able to demonstrate phonetic analysis skill in decoding.

PERFORMANCE OBJECTIVE: The student will be able to construct (10) descriptive words that could be applied to a job application and divide those words into syllables, showing which syllable is accented and define the words identified.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Elements of Words: such as 1) syllables 2) vowel sounds 3) accents Elements of Application: 1) personal data 2) experience 3) goals	The student will: 1. Identify parts of words called syllables. 2. Distinguish that the number of vowel sounds are the same as the number of syllables. 3. List 4 rules for syllablication. 4. Identify which syllable of a word has the most force or which is accented. 5. Work sheet on syllables and accents. 6. Write down words with more than one syllable that would make your application more interesting. 7. Listen to team of guests discuss importance of a neat and descriptive application.	2. Teacher developed - vocabulary list. 5. Hayes Phonics - Spirit Masters and Transparencies. 7. Resource people. Representatives from various agencies.

Curriculum Content	Activities	Resources/Suggestions
	8. Name parts of an application which should be stressed and of great importance.	
	9. Fill out simplified sample application.	9. Examples of forms/ applications that they may already be familiar with.
	10. Construct 10 descriptive words that could be applied to a job application and divide these words into syllables, showing which syllable is accented.	

EVALUATION: The student will construct ten (10) descriptive words that could be applied to a job application and divide those words into syllables, showing which syllable is accented and define the words identified.

Donna Thomas
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts GRADE LEVEL: 5

CAREER EDUCATION
LEARNER OUTCOME: 9:15 The student should understand that by listening and reading he/she can be exposed to and/or absorb the thoughts and knowledge of others.

BASELINE OBJECTIVE: The student will be able to interpret words in messages and send/receive interpretations.

PERFORMANCE OBJECTIVE: The student will be able to interpret the thoughts of others and increase vocabulary usage through various reading and listening activities.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Developing -Comprehension Skills -Listening Skills -Word Attack Skills Interpretations Words and thoughts of poets -Keats -Kelly -Hughes (etc.)	The student will: 1. List in sequential order the events of a story. 2. Locate certain articles in the newspaper containing words from various professions. 3. Listen to poetry and express the feelings of the poet. 4. Interpret stories presented.	1. Text: Basal (Images) (Teacher will select stories.) 2. Teacher Information: See if the students can guess the meanings using context clues. Materials: Newspapers 3. Teacher-developed; cassette player 4. Basal (Images), pages 4-5

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Interpretation -Punctuation -Choice of Words -Vocabulary Building	5. Define terms presented.	5. Teacher-developed test

EVALUATION: The student will interpret the thoughts of others and increase vocabulary usage through various reading and listening activities.

M. J. Lee
William Brown Miller

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 1:10 The student should realize that he or she should be able to request assistance from teachers, couselors, and/or the librarian regarding how to find and use sources of information, such as college catalogs, occupational references and government publications.

BASELINE OBJECTIVE: The student will be able to develop consistency in messages and send/receive consistent messages.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate knowledge of locating and using sources of career related information by checking out specific materials from the library.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Locating information in the library	The student will:	
Using the card catalog - author card - title card - subject card	1. Read pp. 125-126.	1. Text: Progress in English
	2. Describe the use of the card catalog in relation to locating materials.	2. Sample card - can be drawn on the board.
Dewey Decimal System - call numbers	3. Discuss the information that is found on the author card, title card, and subject card.	3. The teacher should make up sample cards.
Different sections in the library - references - non-fiction - biography - fiction - easy books - magazines	4. Discuss the purpose of the call numbers.	4. Total class discussion.
	5. Identify the different sections of the library in relation to locating specific information.	5. The teacher should take the class to the library for this activity.

Curriculum Content	Activities	Resources/Suggestions
	6. Define the following: references, non-fiction, biography, fiction, easy books, citizenship, call number, etc.	6. The librarian should assist in this activity.
	7. Locate and check out specific sources of information in the library.	7. The teacher will provide the class with a list of specific titles to look for.

EVALUATION: The student will demonstrate knowledge of locating and using sources of career related information by checking out specific materials from the library.

Lorine Atkins
Albert S. Johnston

LEARNING MODULE
CAREER EDUCATION

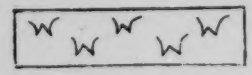
SUBJECT: Language Arts

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 2:11 The student should be able to find and talk to people who are working in the career area of his or her choice.

BASELINE OBJECTIVE: The student will be able to find main ideas in messages and send/receive main ideas.

PERFORMANCE OBJECTIVE: The student will be able to interview a representative and write a newspaper article on the career of his or her choice.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Motivation - The Five W's of a Newspaper: -Who -What -When -Where -Why	1. Observe a colorful sign on the bulletin board or some obvious place.	1. Tagboard and felt marker HAVE YOU HEARD ABOUT THEM?
	2. Write responses on blank sheet of paper.	2. Pupils' own notebook paper.
	3. Observe a second sign.	3. Tagboard and felt marker. WATCH THIS SPOT!
	4. Observe third sign.	4. 
Skills to be developed: - vocabulary - research activity - writing skills - clarity	5. Research and write an essay on the historical development of newspapers.	5. School or Public Library.

Curriculum Content	Activities	Resources/Suggestions
	6. Construct a bulletin board illustrating newspaper sections.	6. Bulletin Board, Newspaper. Headlines Bylines
Sections of newspaper -headlines -bylines -editorials -want-ads	7. Organize committees to produce a class or school paper. 8. Select an article from the newspaper and find the answer to the five questions of journalism.	7. Divide class into groups, duplicating masters, and duplicating machine. 8. Local Newspaper
Five (5) W's - Practice	9. Contact a representative in the career field of his/her choice and interview the representative about his/her career. 10. Write a newspaper article concerning interview.	9. Editor, Reporter, etc.

EVALUATION: The student will interview a representative and write a newspaper article on the career of his/her choice.

Gloria Pippins
C. P. Russell

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 3:03 The student should be able to identify acceptable and unacceptable interview behaviors.

BASELINE OBJECTIVE: The student will be able to interact with messages and send/receive interactions.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate acceptable interview behavior during a mock interviewing session.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Filling out application forms Standard handwriting hints Correct English usages (choice of words)	The student will: 1. Review correct method of completing job application. 2. Apply knowledge by completing application for school job. 3. List questions he/she would ask concerning his new responsibility at school (job) monitor, table monitor, etc. 4. Discuss acceptable and unacceptable behavior for interview. 5. Role play various interview situations.	1. New Directions in English VI. 2. Application forms, handwriting, Book VI. 4. Resource Person in personnel work. 5. Cassette Tape Recorder.

Curriculum Content	Activities	Resources/Suggestions
	6. Evaluate situations by playing tape recording. 7. Review tips for effective interview. 8. Role play situation which demonstrates acceptable behavior.	8. In small groups, organize and present situation.

EVALUATION: The student will demonstrate acceptable interview behavior during a mock interviewing session.

Willie C. Gibson
John N. Bryan

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 9:12 The student should be able to write or print legibly a paragraph constructed in a simple sentence form on a topic of his/her choice, using accurately spelled words.

BASELINE OBJECTIVE: The student will be able to translate words in messages and send/receive translations.

PERFORMANCE OBJECTIVE: The student will be able to write a short paragraph, using acceptable construction, describing the availability of jobs which relate to speaking and writing correctly.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Sentences in a paragraph - How sentences look in a paragraph. - Write sentences in a paragraph.	1. Read aloud several paragraphs and through class discussion will decide on the main topic of each.	1. Text: Pollock-Bowden <u>Learning Together</u> pp. 217-223.
	2. Copy a paragraph from the book and decide on the main topic.	2. Text, pencil, paper
Basic Rules - Indentions - Margins - Capitalizations - Punctuations - Sentence sequencing	3. Choose a main topic, and from a book or any other available resource, write several sentences about it.	
	4. Organize the sentences in a paragraph.	4. Direction from the teacher.
	5. List the basic rules concerning a paragraph.	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Sentences that run together Your own paragraph	6. Punctuate a paragraph that the teacher has written on the board, with all punctuations left out. 7. Proofread for mispelled words. 8. Pick out a book about communication jobs and list four interesting things about it. 9. Write a sentence using each of the four things he/she selected from the book. 10. Write the four sentences as a paragraph (indenting the first sentence) and proofread the paragraph for misspelled words.	8. Library book about jobs relating to reading and writing.

EVALUATION: The student will write a short paragraph, using acceptable construction, describing the availability of jobs which relate to speaking and writing correctly.

Carol Fowler
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 9:13 The student should understand that writing is a communication skill which can reach a large population and has a great degree of permanence.

BASELINE OBJECTIVE: The student will be able to interact with messages and send/receive interactions.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate skills in writing by writing a business letter.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Writing a business letter - research - parts of a business letter	1. Do research on the history of writing.	1. Text: Progress in English, pp. 62-63.
	2. Label the parts of a business letter.	2. Teacher - Developed (work-sheets)
Make your own stationery	3. Write business letters to companies requesting information, pamphlets, or other materials.	3. Teacher - Directed. Paper, pencils.
	4. List six (6) ways to close a business letter.	4. Pencil, paper
	5. Practice filling out ordering forms.	5. Order forms - or teacher made worksheets.
	6. Make his/her own stationery.	6. Leaves, old toothbrush, small square of screening, poster, paint, etc.

EVALUATION: The student will demonstrate skills in writing by writing a business letter.

F. C. Wiggins
W. B. Miller

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 9:13 The student should understand that writing is a communication skill which can reach a large population and has a great degree of permanence.

BASELINE OBJECTIVE: The student will be able to translate words in messages and send/receive translations.

PERFORMANCE OBJECTIVE: The student will be able to write a well-constructed paragraph, using clear and concise sentences, describing some advantages of seeking journalism as a career.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Writing paragraphs using clear and correct sentences. - The importance of good usage - Subject and verb agreement - Correct use of pronouns - Correct forms and use of verbs - Correct use of modifiers - Paragraph unity	The student will: 1. Read pp. 20-21, 52-53, 82-83, and 84 of his/her own text. 2. Identify the subject and predicate in a group of sentences. 3. Discover through discussion and examination that the part of a sentence that names who or what is the subject, and the part that tells what the subject does, did, is, or was is the predicate. 4. Engage in group discussions with one of the local journalists, with special focus on writing as a career - and also as an effective means of communication.	Text: Progress in English 2nd Edition. pp. 20, 21, 52, 53, 82, 83 and 84. 2. List of sentences constructed by the teacher. 3. Teacher should carefully lead students to "discover" this fact. 4. Resource person: The teacher should invite a local journalist in to talk with the class.

Curriculum Content	Activities	Resources/Suggestions
	5. Participate in a field trip to a local newspaper office, and after returning to school, write about the trip in the class paper.	5. Oak Cliff Tribune, Dallas Weekly, or larger papers.
	6. Examine a group of sentences and identify the personal pronouns.	6. Text and teacher-made materials.
	7. Write sentences using the noun phrases with common and proper nouns.	7. Paper, pencil
	8. Write sentences using the "base", "S", and "ed" forms of the verb.	
	9. Examine newspaper article to determine subject, predicate, pronouns, etc.	
	10. Examine various newspaper and magazine articles focusing attention on the many different occupations one might enter through the use of effective and creative writing skills.	10. Newspapers, magazines, pencil, paper, etc.

EVALUATION: The student will write a well-constructed paragraph, using clear and correct sentences, describing some advantages of seeking journalism as a career.

Lincoln Butler
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 9:14 The student should understand that speaking is a skill which allows greater expression of emotion by tone and emphasis on words.

BASELINE OBJECTIVE: The student will be able to interact with messages and send/receive interactions.

PERFORMANCE OBJECTIVE: The student will be able to express him/herself orally through role-playing and group discussions, with emphasis on tone, stress, pitch, and intonation.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Story-Telling - monologue - dialogue - role-playing Interpretation Oral Reading Group Discussion	1. Talk about one incident or adventure from a story and express it as if it happened to him/her. 2. Act out the role of a character from a story he/she has read. 3. Present a story to the class orally.	1. Books: The Heart of the Wind, (Woodland Frolin Series). The Mystery of the Midnight Visitor, (Ram Beau). Whole Hunt (Harr Wagner), My Friend in Africa, Images, p. 457 Progress in English, p. 299.

Curriculum Content	Activities	Resources/Suggestions
	4. Make up sentences in which they would personify the the following: A. Moon F. Book B. Car G. Sun C. Desk H. Thunderstorm D. Clock I. Jet E. Cloud J. Pencil	4. Images - Independent Practice #21 - T. E. p. 476
	5. Read an article or paragraph and discuss the main idea with the class.	5. Supplemental Readers
	6. Discuss the role of the teacher, principal, parents, etc., and then act out these roles.	6. Group discussion and student participation.

EVALUATION: The student will express him/herself orally through role-playing and group discussions, with emphasis on tone, stress, pitch, and intonation.

Jessie Booker
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Language Arts

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 9:15 The student should understand that by listening and reading he/she can be exposed to and/or absorb the thoughts and knowledge of others.

BASELINE OBJECTIVE: The student will be able to develop consistency in messages and send/receive consistent messages.

PERFORMANCE OBJECTIVE: The student will be able to absorb the thoughts and knowledge of others by identifying and restating the main idea in various paragraphs.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Reading for Comprehension	1. Read a series of complex sentences and restate the main idea of each.	
Structure of sentences - Simple - Complex	2. Select an article from a current newspaper and describe the main idea.	2. Teacher should make certain that several copies of current newspapers are available in class.
Structure of paragraphs - Topic sentence - Body - Conclusion	3. Read a story from the textbook.	3. Suggested stories: - "Footsteps of a Hero",pp.29-36. - "Boy With a Dream", pp.216-223.
Stating the main idea	4. Construct an outline of the main idea of each paragraph in the story.	
	5. Identify the main idea in a group of paragraphs.	5. Worksheets should be prepared by the teacher.

EVALUATION: The student will absorb the thoughts and knowledge of others by identifying and understanding the main idea in various paragraphs.

Robert S. Jackson
Clara Oliver

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LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 2:01 The student should realize the benefit of talking with qualified people working in areas of interest to him/her about such things as work environment, necessary training, personal fulfillment, salaries, advancement opportunities, problems encountered in reaching that goal, and how they become that kind of worker.

BASELINE OBJECTIVE: The student will understand that social behavior is learned through group interaction.

PERFORMANCE OBJECTIVE: The student will be able to make a poster showing the occupations that are of special interest to him/her subsequent to discussion and interviewing experiences concerning varied occupations.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Classroom Discussion -rules for speaking -rules for good listeners -content of conversation Occupations of Interest Letter Writing -sentence structure -margins -form -greeting and closings Questioning -ask questions that are relevant to the topic being discussed.	The student will: 1. Read page 3. 2. Discuss the occupations of parents and other people he/she knows. 3. Discuss letter writing techniques. 4. Write letters inviting local people to come and speak to the class about their occupation. 5. Identify good questions to ask guests. 6. Role play interviewing session.	1. Concepts and Values p.3 2. This should lead to a discussion of all occupations known to the children. 3. Teacher - directed. 4. Exploring In English pp. 60-61

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Introductions -speak clearly -be friendly	7. Demonstrate ability to ask questions in actual interview session.	
	8. Discuss occupations that are of interest.	8. Student should be able to explain why this occupation interests him/her.
	9. Make posters of occupations that appeal to him/her.	9. Magazines, newspaper, posters, etc.

EVALUATION: The student will make a poster showing the occupations that are of special interest to him/her subsequent to discussion and interviewing experiences concerning various occupations.

Winifred Mabee
Lisbon

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 5:04 The student should understand and recognize the degree to which he or she is able to interact with other people by working as a team member.

BASELINE OBJECTIVE: The student will understand that social behavior is learned through group interaction.

PERFORMANCE OBJECTIVE: The student will be able to assist, in a team of three, in constructing a collage on "communication".

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Pupil - Teacher Relationship.	1. Define the following: relationship, prejudice, respect, social status, social behavior, inferior, and norms.	1. Text: Fourth Grade Social Science and/or Dictionary.
Teacher - Principal Relationship	2. Act out the roles of the teacher and the principal.	
Attitude - positive - negative	3. Recognize the advantages and disadvantages of being a good leader or a bad leader.	3. Have the students role play positive and negative situations.
Dealing With Conflicts		
Communication -verbal -non-verbal -signals sirens school bell police whistle crying laughing, etc.	4. Assist in constructing a collage on "communication," in groups of three.	4. Magazines, pencils, crayons, construction paper, etc.

Curriculum Content	Activities	Resources/Suggestions
Teamwork -leadership -task assignment -responsibility -cooperation	5. Analyze how well he/she worked in the "team" situation.	

EVALUATION: The student will assist, in a team of three, in constructing a collage on "communication."

Lucinda Maloney
John Neely Bryan

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 4-6

CAREER EDUCATION
LEARNER OUTCOME: 5:10 The student should be able to understand how attitudes based upon prejudice affect behavior of other individuals.

BASELINE OBJECTIVE: Individuals possess likenesses and differences.

PERFORMANCE OBJECTIVE: The student will be able to construct a poster of magazine pictures that shows likenesses and differences of children.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Likenesses and differences exist among individuals - physically - personality - language - interests	1. Discuss body characteristics.	
	2. Play the "Everybody Who Has" game.	2. To point out physical differences of the children. Example: "Everyone who has... blue eyes, stand up."
	3. Make comparisons of individuals in the group.	3. Compare color of skin, hair, eyes, height, weight, clothes, etc.
	4. Discuss differences in people.	4. Use text The Social Sciences: Concepts and Values, pp. 1-13, 100, 102, 114.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Construct a poster by cutting out a variety of faces from magazines, etc.	5. Tagboard, magazines, paste, newspaper, scissors. Families and Their Needs, Silver Burdett Co., pp. 6, 16, 33, 44, 54, 96 and 142.

EVALUATION: The student will construct a poster of magazine pictures that shows likenesses and differences of children.

Velva Slider
John Neely Bryan

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 5:15 The student should understand that there are other individuals with whom he/she, as a worker, must interact.

BASELINE OBJECTIVE: The student will understand that an individual has control over and is reponsible for his/her own behavior.

PERFORMANCE OBJECTIVE: The student will be able to answer specific questions related to his/her group interactions.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Everyone belongs to many different groups. Type of Groups - family - class - social - school Members of a group interact. Roles of group leaders.	The student will: 1. Write down as many groups as possible that he/she belongs to. 2. Describe two of his/her favorite groups in detail. 3. Make up a list of rules by which his favorite groups are governed. 4. List all rules made by the class, on the board, and explain how each person in the group reacted to the rules. 5. Read pp. 210-215.	1. Pencil, paper. 4. Chalk board. 5. Text: This is Man, Silver Burdett Co., pp. 210-215.

Curriculum Content	Activities	Resources/Suggestions
	6. Get into groups of five and organize his/her favorite club. a) Select officers b) Answer the following questions: 1. What is the name of the group? 2. How was the name chosen? 3. How were the officers selected? 4. Who served as chairperson, and why? 5. What guidelines or criteria were used in the selection of the officers?	6. Small groups

EVALUATION: The student will answer specific questions related to his/her group interactions.

Betty Glover
Clara Oliver

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 7:13 The student should display a positive attitude or respect toward his or her country and participation in the American political and economic systems.

BASELINE OBJECTIVE: The student will understand that every society has established some formal system for social control.

PERFORMANCE OBJECTIVE: The student will be able to name four ways in which people try to influence the government.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
-People choose leaders to make and enforce laws.	1. Read from the textbook with the class and participate in a mock election to choose people for the jobs listed on page 214.	1. This Is Man, Silver-Burdett Co., pp. 210-215. Candidates are listed on pp. 210-213. Positions to be filled are on p. 214.
-Ways of behaving and values change, therefore, laws change.	2. Interpret the Bill of Rights, discuss the need for amendment and identify reasons that laws change.	2. Social Sciences - Concepts and Values, pp. 225-226
-Political behavior means all the ways in which people act to influence the government.	3. Read about political behavior, and study a group of pictures illustrating ways that people try to influence the government. List as many ways as he can think of to influence the government.	3. Social Sciences - Concept and Values, pp. 278-280.

Curriculum Content	Activities	Resources/Suggestions
	4. Develop four strategies for influencing the government concerning one major issue.	4. Examples: -energy crisis -violence on T.V. -child abuse -women's rights -inflation

EVALUATION: The student will name four ways in which people try to influence the government.

Ruth Thompson
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 8:06 The student should be able to understand the necessity for money as a medium of exchange in our economy.

BASELINE OBJECTIVE: The student should understand that economic systems are necessary to provide for the production and distribution of goods and services.

PERFORMANCE OBJECTIVE: The student will be able to list ten (10) advantages of a money system in our economy.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Problems Arise in Choice of Spending. -Making Economic Decisions -Goods and Services -Supply and Demand -Scarcity of Goods Importance of a Budget	The student will: 1. Read and discuss in small groups. pp. 130-168. 2. Organize a store, make play money, bring empty grocery items, such as, can foods, cereal boxes, etc. price and sell them. 3. Bring newspaper ads and compare prices of different stores to show change in demand. 4. Summarize the advertisements and share the information with classmates. 5. Complete worksheet of economic choices. 6. Participate in class discussion of the advantages of a money system in our economy.	1.Text: Concepts and Values pp. 130-168. 2.Use one section of classroom for store area. 3.Newspapers, pencils, and paper. 4.Class discussion. 5.Teacher-Prepared 6 Pencil, paper

Curriculum Content	Activities	Resources/Suggestions
	7. List ten (10) advantages of a money system.	

EVALUATION: The student will list ten (10) advantages of a money system in our economy.

Mary Crawford
C. P. Russell

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 8:16 The student should understand that it takes resources such as labor and/or materials to produce goods and services.

BASELINE OBJECTIVE: The student should understand that economic systems are necessary to provide for the production and distribution of goods and services.

PERFORMANCE OBJECTIVE: The student will be able to identify the human and material resources necessary to produce a car.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Earning and Spending Money -Income -Producing Goods -Providing Services -Consumers -Resources -Scarcity.	The student will: 1. Read and Discuss pp. 130-138	1. Text: Concept and Values pp. 130-138
	2. Write the definition for vocabulary words.	2. Word list to be provided by the teacher.
-Making choices in spending -Present Day -Past	3. Complete investigation on page 133. 4. Compare choices he/she has today in terms of food clothing, shelter, recreation, etc. with those the pioneer had.	3. Text: Concept and Values p. 133 4. Make two columns on the board and label "Then" and "Now" as students name choices.
The Importance of Human Resources -Shared by Division of Labor -Shared by Teaching and Learning	5. View a film that describes basic principles of economics.	5. Film: "Economics-It's Elementary" 10 Min. - Cahill, 1966.

Curriculum Content	Activities	Resources/Suggestions
	6. Read Unit Five entitled "Help Wanted".	6. Text: Concepts and Value PP.169-176.
	7. View a film that compares our modern methods of production with those of a simple society in the South Seas.	7. Film: "Making The Things We Need" (Division of Labor) 14 Min., EBF, 1969
	8. Participate in small group discussions on the assembly of a car.	8. Groups of five; magazines, and pamphlets related to car assembly.
	9. Participate in a field trip.	9. Field Trip: General Motors Assembly Plant.
	10. Identify human and material resouces necessary to produce a car.	10. Pencil, Paper.

EVALUATION: The student will identify the human and material resources necessary to produce a car.

Ruth Thompson
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 8:16 The student should understand that it takes resources such as labor and/or materials to produce goods and services.

BASELINE OBJECTIVE: The student should understand that economic systems are necessary to provide for the production and distribution of goods and services.

PERFORMANCE OBJECTIVE: The student will be able to read ads in a newspaper and list ten (10) jobs which produce goods and ten (10) jobs which produce services.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Read Ads from Newspaper - Service Oriented Jobs - Production Type Jobs Definition of Economic Terms - goods - services - resources - material resources - labor force - capital	The student will: 1. Write down one item from an advertisement that he/she wants. 2. Read pp. 285-286. 3. Define vocabulary words and use each in a sentence. 4. Identify service occupations that are important to him/her. 5. Classify occupations listed as current jobs.	1. Newspaper 2. Text: This Is Man, pp. 285-286 3. Word list provided by the teacher. 4. Newspaper Ads Occupational Outlook Handbook 5. Occupational Outlook Handbook

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CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
List of Current Jobs Occupational Outlook Handbook	6. Read newspaper ads and identify ten (10) "service" jobs and ten (10) "goods" jobs.	6. Newspaper ads.

EVALUATION: The student will read ads in a newspaper and list ten (10) jobs which produce goods and ten (10) jobs which produce services.

Betty Glover
Clara Oliver

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 8:22 The student should identify various reasons for using a bank.

BASELINE OBJECTIVE: Level 3/F As population increases, so does the need for interdependence among people.

PERFORMANCE OBJECTIVE: The student will be able to list five (5) advantages of banking.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Banking - Savings Account - Checking Account - U. S. Savings Bonds Why banks need your money. - stimulate economy through investments - make loans to help other businesses	The student will: 1. Read about savings accounts, checking accounts and savings bonds. 2. Participate in an oral discussion on each item, discussing the "why" about banking. 3. The children will have an interview with someone from the bank. 4. Discuss their interview with the teacher 5. List five (5) advantages of banking.	1. Guaranty Bank. Pick up leaflets and any other material that is available there. 2. Library books on banking. 3. Contact local banks. Allow students to question resource person.

EVALUATION: The student will list five (5) advantages of banking.

Mary Crawford
Teacher Aide
C. P. Russell

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 5

CAREER EDUCATION
LEARNER OUTCOME: 1:12 The student should understand that many factors determine lifestyle, such as: income, culture, value system and career.

BASELINE OBJECTIVE: The student will understand that social systems reflect and are shaped by the values of interacting groups.

PERFORMANCE OBJECTIVE: The student will be able to write a brief paper describing his/her lifestyle in terms of culture, income, value system, and career choice.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Lifestyle - What is it? - How do we achieve it?	1. Discuss the word lifestyle.	1. Bring in pictures of people living different lifestyles.
Values - Which are important? - Why we need them?	2. Construct a cultural chart with headings of food, shelter, and clothing.	2. Student may choose a culture of his/her choice. Film: "A Land of Many Peoples".
Careers - Types - Who needs to work? - Income/Career - Which job would suit me?	3. List on the board the things he/she values. 4. Discuss how different things are important to different people.	3. Use Hilda Tabba Method.
	5. Identify methods of survival in a park during a field trip.	5. Field Trip: Divide class into three groups - food, shelter, and clothing. Each group should try to answer the question: Could we survive here? How?

Curriculum Content	Activities	Resources/Suggestion
	6. Construct a career collage after researching a career of his/her choice. 7. Write a brief paper describing his/her lifestyle.	6. Newspapers, magazines, scissors, glue, etc.

EVALUATION: The student will write a brief paper describing his/her lifestyle in terms of culture, income, value system, and career choice.

Donna Thomas
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 5

CAREER EDUCATION
LEARNER OUTCOME: 2:02 The students should understand the necessity of seeking out knowledge about the supply and demand for occupations before making a career choice.

BASELINE OBJECTIVE: Patterns of buying and selling everywhere depend on the economic choices people make which are dependent upon the level of education and technological development of its people.

PERFORMANCE OBJECTIVE: The student will be able to list 3 jobs in demand all year and 3 jobs that are seasonal.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Supply and demand - products - jobs	1. Define supply and demand.	1. p. 179, Textbook, Social Studies: Concepts and Values, Level 5.
Market conditions - department stores - ranches - grocery stores	2. Evaluate supply and demand and how it affects marketing conditions.	2. p. 181, Text. Discuss.
	3. View film on ranching.	3. "Cattleman - A Rancher's Story" IX-1416.
	4. View film on department and grocery stores.	4. "Kingdom of Could Be You - Marketing and Distribution," B-387

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Discuss jobs seen in department and grocery stores and on ranches.	
	6. Construct a collage of jobs that could be seasonal.	6. Examples: fruit picker, farmer, lifeguard, factory worker, etc. Materials needed: magazines, scissors, paste, paper.
	7. List 3 jobs in demand all year and 3 jobs that are seasonal.	

EVALUATION: The student will list 3 jobs in demand all year and 3 jobs that are seasonal.

Janis Sheffield
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 5

CAREER EDUCATION
LEARNER OUTCOME: 8:01 The student should understand that the benefits of technology are the production of new, more and better goods and service.

BASELINE OBJECTIVE: The student will understand that the historical past influences the present and the present cannot be adequately understood without knowledge of the past.

PERFORMANCE OBJECTIVE: The student will be able to identify one modern invention and tell how/why it was developed from the past.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
People of - America in 1900 - America in 1977	1. Collect pictures of early cave men; pictures of rooms in an American home in 1900; and pictures of rooms in a modern American home. After looking at the pictures, make a list of five changes that have taken place and write a paragraph explaining the reason for these changes.	1. Magazines
Vocabulary List - ancient - artifacts - hieroglyphics - technology - automobile - wireless	2. Read and discuss story/article paragraph by paragraph. 3. Define vocabulary words.	2. Text: This Is Man, pp. 71-72.
Solving the Problem	4. Participate in discussion on how past events are recorded from drawings on cave walls.	4. Text: Concepts and Values, pp. 27-31.
Modern inventions - telephone - telegraph - automobile - airplane - air conditioners	5. View films and filmstrips on the past history of Dallas and make a comparison between the lifestyles of early man and modern man.	5. Dallas County Heritage Society Films, Filmstrips, Field trip to Dallas Heritage Center.

Curriculum Content	Activities	Resources/Suggestions
	6. Read individually and orally about how technology changed our way of living. 7. Identify one modern invention and tell how/why it developed from the past.	6. Text: Concepts and Values, pp. 132-133

EVALUATION: The student will identify one modern invention and tell how/why it was developed from the past.

Alfia Jean White
Lisbon Elementary

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 5

CAREER EDUCATION
LEARNER OUTCOME: 8:06 The student should understand the necessity of money as a medium of exchange in our economy.

BASELINE OBJECTIVE: The student will understand that patterns of buying and selling everywhere depend on the economic choices people make which are dependent upon the available resources and the level of educational and technological development of its people.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate the necessity of money by listing ten (10) items he/she can purchase using money as a medium of exchange.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Types of Businesses Private Ownership Partnership Corporation	1. Research the advantages and disadvantages of the types of businesses.	1. Encyclopedia/Discuss as a group.
	2. Define vocabulary terms related to business and economics.	2. List of terms to be provided by the teacher.
-Advantages and Disadvantages	3. Discuss how supply and demand controls price setting.	
-Vocabulary terms related to Business and Economics	4. Discuss the need for education, good employment, and making sound economic decisions as a means of upgrading his/her economic standards.	4. Children should work in groups of five.

Curriculum Content	Activities	Resources/Suggestions
-Price setting -Consumer/Business Relationship -Competition in Business	5. Demonstrate the necessity of money by role-playing mock situations depicting the life-styles of families whose earnings fall within the lower income bracket, as compared with families whose earnings fall within the middle to high income bracket.	5. The teacher will lead the discussion on "The economic advantages of earning a high income". The necessity of money.
-Ways to Upgrade One's Economic Standard -Education -Making Sound Economic Decisions -Good Employment	6. List ten (10) items he/she can purchase using money as a medium of exchange.	6. Individual assignment

EVALUATION: The student will demonstrate the necessity of money by listing ten (10) items he/she can purchase using money as a medium of exchange.

M. J. Lee
W. B. Miller

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 5:04 The student should be able to recognize the degree to which he or she is able to interact with other people by working as a team member.

BASELINE OBJECTIVE: The student will understand that social systems reflect and are shaped by the values of interacting groups.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate the degree to which he/she is able to interact with other people by working as a team member on a class project.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Class Discussions - A need for order - Rules and regulations - Dealing with conflicts	1. Read pages 209-210	1. Text: Concepts and Values, pp. 209-210
	2. Engage in a group discussion.	2. Topics: "Rules and Regulations", "Dealing with Conflicts"
Vocabulary Words - liberty - prejudice - cooperation - goal - society	3. Locate and record definitions for vocabulary words.	3. Complete list should be provided by the teacher.
	4. Make a list of rules and regulations for the principal, teachers, and students, as a class project.	4. The students will work in small groups and then combine their lists.
	5. Identify how well he/she was able to work as a team member.	

EVALUATION: The student will demonstrate the degree to which he/she is able to interact with other people by working as a team member on a class project.

Alfia Jean White
Lisbon 198

SUBJECT: Social Studies GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 5:09 The student should display respect for people of different races or ethnic origins.

BASELINE OBJECTIVE: Cultures within a society may have conflicts which often become the stimulus for social change.

PERFORMANCE OBJECTIVE: The student will be able to list three advantages for the Tiwi culture and three advantages for the Lapp culture.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Elements of culture - language - costume - family etc.	1. Read pp. 128-141. 2. Locate information on Tiwi culture.	1. Text 2. Research these in the library. Discuss outcomes.
Tiwi Culture	3. Locate information on Lapp culture.	
Lapp Culture	4. Construct report comparing these cultures to American culture.	
American Culture	5. Share reports with other students.	
	6. List three advantages for the Tiwi and three advantages for the Lapp culture as compared to the American culture.	

EVALUATION: The student will list three advantages for the Tiwi culture and three advantages for the Lapp Culture.

Janis Sheffield
Roger Q. Mills

SUBJECT: Social Studies

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 5:22 The student should be able to understand that some means of communication work more effectively in some situations than others.

BASELINE OBJECTIVE: The student will understand that an individual has control over and is responsible for his/her own behavior.

PERFORMANCE OBJECTIVE: The student will be able to write a letter to his/her teacher tactfully describing areas of displeasure or frustration.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Understanding Self T.A. for Tots Learning to recognize and identify feelings Recognizing Behaviors - negative - positive Promises, agreements, and contracts people make with each other T.A. for Kids	The student will: 1. Read T. A. for Tots. 2. Complete, "I feel ____ because _____." 3. View a filmstrip on feelings. 4. Read T.A. for Kids. 5. Role play situations where communication is inadequate.	1. Dr. Alwgin Freed's T.A. for Tots. 2. Self-Awareness/Career Awareness in Your Curriculum 3. Filmstrip: "How Do You Feel?" Series K-6, BF-203.1-6. 4. T.A. for Kids (And Grown-ups Too)

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Three "Inadequate Communications" - Parallel transaction - Cross transaction - Double transaction Learning to communicate positively with others	6. Write the things he/she would like to change about the room and/or changes he/she would like for the teacher to make. 7. Discuss methods which could have been used to express displeasure in a more tactful manner. 8. View a film on communication. 9. Evaluate work produced in activity #6 to determine tactful ways to express displeasure about the room, the teacher, or other kids. 10. Write a letter to the teacher tactfully expressing areas of displeasure and frustration.	6. The teacher must be open enough to deal with this activity positively. 7. No criticism from the teacher. 8. Film: IX-1718 "Language and Communication"

EVALUATION: The student will write a letter to his/her teacher tactfully describing areas of displeasure or frustration.

Peggy Scott
C.P. Russell

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 7:05 The student should understand the rights granted an individual by our social and political institutions concerning such matters as property and freedom.

BASELINE OBJECTIVE: The student should understand that the way in which sovereignty is vested varies according to the political system.

PERFORMANCE OBJECTIVE: The student will be able to recognize the differences in the rights granted individuals under different political systems by examining the various types of government.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Policy Making - Old Society - New Nation - Political Systems	1. Read pp. 261-269, 270-279 in the text.	1. Text: Concepts and Values pp. 261-269, 270-279 in the text.
Nations and Government - Government by Law - Government by Tradition - Government under one Leader	2. Participate in discussions on the advantages and disadvantages of the types of government.	2. Small group discussion.
	3. List five (5) school rules they would change or modify and then share with the class.	3. Materials: pencil, paper
People and Their Government	4. Role-play situations under the different types of government: - Government by Law - Government by Tradition - Government under one Leader	4. Arrange classroom furniture for role-playing situations.

EVALUATION: The student will recognize the differences in the rights granted individuals under different political systems by examining the various types of government.

G. Brantley
W.B. Miller

SUBJECT: Social Studies

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 7:16 The student should understand that participation through voting, becoming informed, and participating in reform "causes" can make the system more responsive to its populace.

BASELINE OBJECTIVE: The student will understand that the way in which sovereignty is vested varies according to the political system.

PERFORMANCE OBJECTIVE: The student will be able to write a brief paper describing how participation in social and political activities can make the government more responsive to its people.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Our Changing Political System - Governments adapt to the changing needs and values of its people.	1. Read the chapter dealing with our political system.	1. Text: The Social Sciences Concepts and Values.
	2. Discuss how the needs and values of the people influence the law making decisions.	
Types of Government - Government by law - Government by tradition - Government under one leader	3. Discuss the advantages and disadvantages of the different types of government.	3. The teacher or a student should write the responses on the board.
The branches of government - Executive - Legislative - Judicial	4. Define the following: government, sovereignty, democracy, representative democracy, direct democracy, political party, pressure groups, etc.	4. Text: Concepts and Values, dictionary. (Complete list should be provided by the teacher.)
Shared Powers	5. List two (2) reasons why people should vote.	5. Each student should share his/her reasons with the class.
Vocabulary terms		

Curriculum Content	Activities	Resources/Suggestions
	6. Participate in a mock election and vote for the candidate he/she wants to represent him/her.	6. The teacher should lead a discussion on why the students voted for a particular candidate.
	7. Write a brief paper describing how participation in social and political activities can make the government more responsive to its people.	

EVALUATION: The student will write a brief paper describing how participation in social and political activities can make the government more responsive to its people.

Lorine Atkins
Albert S. Johnston

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 6:13 The student should be able to identify factors which influence or govern his/her social development, such as: family, church, legislation and peer groups.

BASELINE OBJECTIVE: The student understands that an individual has control over and is responsible for his/her own behavior.

PERFORMANCE OBJECTIVE: The student will be able to identify in writing the effects of family, friends, and legislation on the use and misuse of drugs.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Drug Use and Drug Abuse - definition - identifying the symptoms - facts and effects Reasons for use - escape - curiosity - desire for pleasure - rebellion - peer pressure	1. Participate in group discussion with four other classmates to identify and describe some use and misuses of drugs, after viewing a film.	1. Film: "Drug Abuse-Everybody's Hang-up Pamphlets: "Deciding About Drugs" "It's Killing Our Race"
	2. Locate and bring to class articles from newspapers, magazines, pamphlets, etc., related to drugs.	2. News articles, library material
	3. Summarize his/her article and share the information with classmates.	3. Pencil, paper

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Street terms The effects of drug abuse on the community, the city, the nation, etc.	4. Demonstrate his/her awareness of the ills and effects of drug abuse through role-playing activities. 5. Write a composition on the effect of family, friends, and legislation on the use and misuse of drugs.	4. Student participation needed. 5. Pencil, paper.

EVALUATION: The student will identify in writing the effects of family, friends, and legislation on the use and misuse of drugs.

Lincoln Butler
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 7:05 The student should understand the rights granted an individual by our social and political institutions concerning such matters as property and freedom.

BASELINE OBJECTIVE: The student will understand that every society has a system of roles, norms, values, and sanctions to guide the behavior of individuals and groups within society.

PERFORMANCE OBJECTIVE: The student will be able to write a brief paper describing how personal rights could infringe on other people.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
-The American Justice System -Protection unde the law -Law provides for order in human relationships. Diversity and conflict are ever present in our society. -Freedom and Responsibilities.	**The student will:** 1. Read pages 41-44 2. Demonstrate a classroom scene without any established rules of conduct. Then demonstrate the same scene with established rules. 3. Discuss and compare the results from both scenes. 4. Identify and discuss various laws that have been broken. 5. List special freedoms enjoyed in the classroom and the responsibilities that accompany each.	1. Text: Law In A New Land. 2. Divide into groups of ten (10). The teacher should pose mock situations to role play. 3. Class discussion. 4. Local Newspaper/ Make a list of the laws that were broken. 5. Paper, pencil

Curriculum Content	Activities	Resources/Suggestions
-Justice and the Democratic Process	6. Participate in a field trip to the County Court House to observe an actual trial. 7. Write a brief paper describing how personal rights could infringe on others.	6. The teacher should lead a discussion on the pros and cons as to the juries decision.

EVALUATION: The student will write a brief paper describing how personal rights could infringe on other people.

Gloria Pippins
Clinton P. Russell

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 7:19 The student should want to work for the betterment and fulfillment of the goals of society.

BASELINE OBJECTIVE: The student should understand that every society has a system of roles, norms, values, and sanctions to guide the behavior of individuals and groups within society.

PERFORMANCE OBJECTIVE: The student will be able to identify and explain some of the roles he/she might play in fulfilling the goals within society.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Group Interaction - Membership - Roles - Status - Goals Interdependency within the group - Cooperating with each other	1. Be assigned to a group within the class. 2. Assist in his/her groups' assignment: - keep the playground clean - keep the lunchroom clean and healthy - improve hall behavior - keep classroom neat and clean	1. Divide class into groups of five. 2. Each group will receive an assignment.
Types of groups - Social - Religious - Political - Family, etc.	3. Work in a group and: - elect a leader - set their goals (what will be accomplished?) - assign jobs to members	3. Work in small groups.

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CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Participate in group discussions when projects are completed to share what had been learned.	4. Class discussion group by group. - possible questions: How did it feel to be in a group? How can you tell if you are a member of a group? Why do we need groups? What can groups accomplish that individuals cannot?
	5. Role-play two different family situations: - a family working together toward a common goal. (picnics, birthdays, parties, etc.) - same situation without cooperation.	5. Possible questions: What were the differences in the two families? What were the goals? Which family would probably experience the most difficulty in accomplishing their goals? Why?
	6. Interview an adult concerning the groups to which he/she belongs.	6. A parent, school worker, teacher, etc.
	7. Discuss the groups he/she belongs to.	7. Class discussion.

EVALUATION: The student will identify and explain some of the roles he/she might play in fulfilling the goals within society.

Peggy Scott
C.P. Russell

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 7:22 The student should have a positive attitude toward conservation of environmental resources and toward conservation of human resources.

BASELINE OBJECTIVE: The student will understand that economic resources can be used in various ways and the decisions regarding what will be produced are generally made on the basis of what a society considers of most worth.

PERFORMANCE OBJECTIVE: The student will be able to identify current uses and misuses of one economic resource.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Broaden awareness of the concept of resources. - People - Things	1. Realize that choices depend on values.	1. Principles and Practices in the Teaching of The Social Sciences.
The geographic features of the earth affect human behavior.	2. Become aware of different values and discuss values held by different people in several kinds of situations.	
	3. Draw, act out, or describe a hypothetical situation in which resources have been badly managed.	3. Props for poor water usage.
	4. Recognize and trace the relation of specific products to their origin in land and water resources.	4. Mural materials for depiction

Curriculum Content	Activities	Resources/Suggestions
	5. Identify one economic resource relevant to his/her values and discuss uses and misuses.	

EVALUATION: The student will identify current uses and misuses of one economic resource.

Mae F. Traylor
C. P. Russell

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 8:15 The student should understand that decisions of buyers and sellers determine the prices of resources and materials.

BASELINE OBJECTIVE: The student will understand that economic resources can be used in various ways and that decisions regarding what will be produced are generally made on the basis of what a society considers of most worth.

PERFORMANCE OBJECTIVE: The student will be able to write a brief paper discussing how the decisions of buyers and sellers determine the prices of resources and materials.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Society's Wants and Needs	1. Read chapter dealing with Economics and Decision Making.	1. The Social Sciences: Concepts and Values (The Chapter on Economics)
Meeting the Demands of Society	2. Discuss how he/she has had to make an economic decision.	
Making Economic Decisions	3. Discuss how he/she would spend a gift of $15.00.	
Sharing Resources	4. Identify sound economic decisions from a group of mock situations.	4. Worksheets to be provided by the teacher. (Exemple: If a person was earning $9,000. a year, which would be the most economical choice - buying a car valued at $4,000. or one that cost $8,000. Why?

Curriculum Content	Activities	Resources/Suggestions
Major Means of Production -land -labor -capital	5. Define the following: economics, society, wants, needs, resources, capital, etc. 6. Discuss the concept of "The Law of Supply and Demand." 7. Write a brief paper discussing how the supply and demand determines price setting.	5. Text: Concepts and Values

EVALUATION: The student will write a brief paper discussing how the decisions of buyers and sellers determine the prices of resources and materials.

G. Brantley
W.B. Miller

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 8:16 The student should understand that it takes resources such as labor and/or materials to produce goods and services.

BASELINE OBJECTIVE: The student will understand that ecomonic resources can be used in various ways and that decisions regarding what will be produced are generally made on the basis of what a society considers of most worth (e.g., production of consumer goods, war materials, etc.) and on a society's cultural traditions.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate through oral discussions and written assignments, knowledge of the value of resources in the production and distribution of goods and services.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Meeting the Demands of Society - Goods and services are made from resources. - Labor force is identified. - Goods are identified. - 3 kinds of resources land labor capital	The student will: 1. Define resources, goods, services, labor-force, capital, natural resources, land, and human resources. 2. Name ten (10) goods. (Ex. paper, flour, etc.) 3. Name ten (10) services. (Ex. beautician, mechanic, teacher, etc.) 4. Discuss pp. 193-194 5. Write one to two pages on some of the kinds of resources, using good paragraph form. 6. Identify one type of land resource, labor resource, and capital resource. (Ex., land resource, oil, labor, contruction worker, capital, sewing machines)	1. Textbook - Harcourt, Brace, Jovanovich, The Social Sciences - Concepts and Values, pp. 193-200 Level Six) 4. Text: Concepts and Values 5. pencil, paper 6. pencil, paper

Curriculum Content	Activities	Resources/Suggestions
Decisions and Choices - People need and want goods and services. - Society cannot produce all of the goods and services people demand. - Resources are scarce. - People must decide how to use the resources - make choices. - Conflicts arise over the usage of some resources.	7. Read and discuss Decisions and Choices, on pp. 194-195 8. Write 1-2 pages in good paragraph form on Decisions and Choices. 9. Discuss the difference between wanting and needing. 10. Illustrate, by writing a report on a subject of his choice, why society can not produce all the goods and services the people demand. (Ex.) Not enough trees to make all of the paper we need. 11. Answer all of the questions on p. 197. (This investigation goes into why there are conflicts over the way resources are used.)	7. Text: Concepts and Values. 8. pencil, paper 9. Small group discussions 10. pencil, paper 11. Group discussion
A System for Sharing Resources - Interaction of consumer and producer. - Economic System - Circular Flow Model	12. Define consumers, producers, economic system, and Circular Flow Model 13. Read A System for Sharing Resources on pp. 196-200 14. Discuss A System for Sharing Resources. 15. Write a report on A System for Sharing Resources. 16. Discuss what it means to be interpendent and relate this to consumers and producers. (Ex. The fact that grocery store managers depend on people to come in and buy food. In turn, the people depend on the store manager to have food.)	13. Text: Concepts and Values 14. Group discussion 15. pencil, paper 16. Group discussion

EVALUATION:

The student will demonstrate through oral discussions and written assignments, knowledge of the value of resources in the production and distribution of goods and services.

Carol Fowler
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Social Studies **GRADE LEVEL:** 6

CAREER EDUCATION
LEARNER OUTCOME: 8:20 The student should understand that if he or she spends time or money on one item or thing, he or she gives up doing or buying something else with his or her time or money.

BASELINE OBJECTIVE: The student should understand that history demonstrates that people have been motivated by values and ideals and by material wants and needs.

PERFORMANCE OBJECTIVE: The student will be able to list the advantages and disadvantages of making economic decisions.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Society's Wants and Needs Endless Wants and Needs Meeting the Demands of Society Decisions and Choices Vocabulary-Economic Terminology	The student will: 1. Read pp. 191-193. 2. Look up the meaning of various economic terms. 3. View a film and then participate in small group discussions. 4. Discuss the variety of ways he/she could spend a gift of $10.00. 5. Write a list of five (5) things he/she considers to be a need. 6. Write a list of five (5) things he/she wants, but does not necessarily need. Compare the two lists and share with the class.	1. Text: Concepts and Values pp. 191-193 2. Vocabulary list supplied by the teacher. 3. Film: "Economics-It's Elementary" 4. Class discussion. 5. Pencil, Paper. 6. Group discussion.

Curriculum Content	Activities	Resources/Suggestions
	7. List the advantages and disadvantages of making economic decisions.	7. Pencil, Paper

EVALUATION: The student will list the advantages and disadvantages of making economic decisions.

Fannie C. Wiggins
W. B. Miller

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 8:06 The student should be able to understand the necessity for money as a medium of exchange in our economy.

BASELINE OBJECTIVE: Solve money problems involving addition, subtraction, multiplication and division.

PERFORMANCE OBJECTIVE: The student will be able to make a purchase at a mock store and receive the correct change.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
-Earning money by computation skills, figuring, money earned for hours worked.	1. Be able to identify U.S. currency, i.e., a penny, a nickel, a quarter.	1. See SWRL Workbook - Level III, pages 70, 71, 224, 225, 231, 232, 238. - also see SWRL Level IV learning objectives.
- Write a check on a hypothetical account		
- Addition/ Subtraction.	2. Name two ways of making amounts of money using the fewest coins.	
	3. Name the total value of cents in a given amount., i.e., two pennies, six dimes, three dollars, etc.	
	4. Use the dollar sign and point to write the amount, i.e., 1295 = $12.95.	4. Holt, Rhinehart & Winston Trouble Shooting Mathematics

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Determine how much money he would make if he worked 40 hours a week at $2.00 per hour.	
	6. Practice making change at a mock store (in class) for purchases of various items.	
	7. Compute answers to story problems involving the purchase of various items, tax included.	7. Store problems are developed or are from the text.

EVALUATION: The student will be able to make a purchase at a mock store and receive the correct change.

Daniel G. Smith
A.S. Johnston

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 8:07 The student should understand that money is a medium of exchange.

BASELINE OBJECTIVE: Solve money problems involving addition, subtraction, multiplication and division.

PERFORMANCE OBJECTIVE: The student will be able to pick items for his lunch from newspaper ads and "buy" them at the class store.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
-Money Problems	1. Read and do assignments on pp. 54-57.	1. Modern School Math
	2. Visit a neighborhood food store to see how it operates.	2. Field trip to food store
-Discuss advantages of buying while goods are on sale	3. Bring empty cans, boxes, wrappers, etc., to set up a class food store.	3. Use found items at home or draw pictures of the different types of foods listed.
	4. Decide on the price of each item by using newspaper want-ads.	4. Local newspapers brought from home.
-Making change	5. Make a list of what they wish to have for lunch.	5. Pencil, paper
	6. Buy her/his lunch from the class store with $5 and count to be sure he/she has received the proper change.	6. Students should alternate being the storekeeper. Use only play money.

EVALUATION: The student will pick items for his lunch from newpaper ads and "buy" them at the class store.

Rosa B. Parker
Clara Oliver

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 4 & 5

CAREER EDUCATION
LEARNER OUTCOME: 8:22 The student should identify various reasons for using a bank.

BASELINE OBJECTIVE: Order, read and write numbers less than 1,000,000.

PERFORMANCE OBJECTIVE: The student will be able to write a check.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
What is a check?	1. Read and work page 23 on check writing.	1. SWIRL Workbook, pg. 23
Why do we use checks?	2. View a film "A Day in the Life of a Check."	2. From Region 10 Educational Service Center.
How to fill in the blanks.	3. Watch a demonstration of how to write a check.	3. Teacher use overhead.
Field trip	4. Fill in a blank check for $77.84	4. Blank checks from a local bank.
	5. Take a trip to a local bank and see what happens to a check.	5. Use a bank as a resource.

EVALUATION: The student will write a check.

Daniel G. Smith
Albert S. Johnston

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 9:07 The student should be able to add, subtract, multiply, divide and compute simple percentages to calculate change, wages, some taxes and handle a checkbook.

BASELINE OBJECTIVE: The student should be able to solve money problems involving addition, subtraction, multiplication and division.

PERFORMANCE OBJECTIVE: The student will be able to "buy" several objects at one time, be able to add to find the total price, and be able to determine change needed for $10.00.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Addition, subtraction, multiplication and division of money	The student will: 1. Work problems in the textbook. 2. Bring a grocery bill, charge account bill, etc. to class and determine if it is a correct bill. 3. Take the daily newpaper and go shopping with $10.00. 4. Add the prices together and subtract the total from $10.00 to determine the change to be received.	1. Modern School Mathematics pp.53-60, 85-91. 2. Bring the bill and add the amounts and see if it agrees with the total. 3. List the name of the items wanted with their prices using the local newspaper.

EVALUATION: The student will "buy" several objects at one time, add to find the total price and determine the change needed for $10.00.

L. Jordan
William Brown Miller

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 9:17 The student should understand that graphs are an effective means of communicating.

BASELINE OBJECTIVE: Read and interpret a graph to answer questions or solve problems.

PERFORMANCE OBJECTIVE: The student will be able to identify the range of average temperature for Dallas, Texas, and New York City from 1971-1975 and answer a series of questions about these graphs.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Define terms: - bar graphs - line graphs Construction of bar and line graphs Questions	The student will: 1. Identify the types of graphs that may be found. 2. View the film. 3. Draw bar and line graphs from the textbook. 4. Draw a bar graph of the average temperatures in Dallas, Texas and New York City from 1971-1975. 5. Answer questions about the graphs.	1. Local Newspapers 2. Film "Weight and Heights in Sports". 3. Modern Math - 4th grade pages 274-282 4. Information may be obtained from the U. S. Weather Bureau. 5. Examples: a) What was the hottest month in Dallas in 1971? b) Did Dallas or New York have the lowest temperatures? c) What was the temperature in New York in December of 1974?

EVALUATION: The student will identify the range of average temperature for Dallas, Texas and New York City from 1971-1975 and answer a series of questions about these graphs.

Wayne Norman
Clara Oliver

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 9:07 The student should be able to add, subtract, multiply, divide and compute simple percentages to calculate change, wages, some taxes and handle a checkbook.

BASELINE OBJECTIVE: Solve money problems involving addition, subtraction, multiplication and division.

PERFORMANCE OBJECTIVE: The student will be able to work 10 word problems dealing with money using the four basic operations.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Review - addition - subtraction - multiplication - division	The student will: 1. Determine the sign to put in a problem when given all other information. 2. Practice using the four operations in money problems. 3. List 10 jobs where it is necessary to deal with money. 4. Work 10 word problems using the four basic operations with money. 5. Discuss why it is necessary to be able to solve money problems.	1. Teacher made problems. Example: 9 ☐ 7 = 16 2. Use Baseline Guide for practice problems. 3. Teacher should help with the list. 4. Teacher made worksheet. Example: Kevin mows yards for 50¢ an hour. It takes him 3 hours to do Mrs. Smith's yard. How much money did Kevin make from Mrs. Smith?

EVALUATION: The student will work 10 word problems dealing with money using the four basic operations.

Gloria A. Jones
William Brown Miller

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 8:07 The student should understand that money is a medium of exchange.

BASELINE OBJECTIVE: Solve money problems involving addition, subtraction, and division.

PERFORMANCE OBJECTIVE: The student will be able to give change for one dollar by using five (5) pennies, two (2) nickels, one (1) dime, and three (3) quarters.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Identify coins that are used to make change for $1.00. - penny - nickel - dime - quarter	1. Divide into three groups.	
	2. (Group I) Construct play money from construction paper.	2. Construction paper - brown - pennies - yellow - nickel - blue - dimes - red - quarters
Operate a toy food store		
Make play money	3. (Group II) Complete textbook assignment.	3. Text: Modern School Math, p. 223
Work money	4. (Group III) Operate toy store.	4. Teacher will assist the group.
	5. Make change for a dollar when it is his/her turn to be the cashier.	5. Students will alternate as cashiers, customers and managers.

EVALUATION: The student will give change for one dollar using five (5) pennies, two (2) nickels, one (1) dime and three (3) quarters.

Rosa B. Parker
Clara Oliver

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 9:07 The student should be able to add, subtract, multiply, divide and compute simple percentage to calculate change, wages, some taxes and handle a checkbook.

BASELINE OBJECTIVE: Solve money problems involving addition, subtraction, multiplication and division.

PERFORMANCE OBJECTIVE: The student will be able to solve money problems using the four basic operations.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Identify value of money	1. Identify all units of coins or bills.	1. Play money.
Why we need money	2. Discuss why money is needed in our society.	2. Resource person from a local bank.
Problems	3. Work simple word problems involving money.	3. Example: If one apple is 38¢, how much are 16 apples? John bought a pair of skates for $10.50 and a kite for $1.98. How much change should he get back from a $20 bill?

EVALUATION: The student will solve money problems using the four basic operations.

Wayne Norman
Clara Oliver

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 9:08 The student should demonstrate skills such as reading a thermometer.

BASELINE OBJECTIVE: Read and record temperatures.

PERFORMANCE OBJECTIVE: The student will be able to read and record temperatures using a centigrade thermometer.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Types of thermometers. - Fahrenheit - Celsius	1. Observe a demonstration about reading a Celsius thermometer. 2. Practice reading room temperature on the thermometer.	1. Ohaus - classroom demonstration thermometer could be used. 2. Each student should have an individual thermometer.
Temperature - Reading - Recording - Freezing point - Boiling point - Body temperature	3. Draw a picture of a thermometer and mark the freezing point, the boiling point and the mark for normal body temperature on the drawing. 4. Read temperature of thermometer placed in a glass of ice water.	3. Resources: Pencil and paper.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Read the indoor Celsius thermometer each day.	
Conservation of energy - Reasons why Methods	6. Hold thermometer in his/her hand and determine body temperature.	6. Suggestion: Class could discuss how "normal" body temperature was decided.
	7. Discuss a comfortable room temperature and how to regulate it to conserve energy.	7. Suggestion: If the classroom is equipped with a thermostat, the class can experiment with various temperatures.

EVALUATION: The student will read and record temperatures using a centigrade thermometer.

Bess Saunders
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 9:17 The student should understand that graphs are an effective means of communication.

BASELINE OBJECTIVE: Read and interpret a picture, line and bar graph.

PERFORMANCE OBJECTIVE: The student will be able to draw and read a line or bar graph.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Identify line and bar graphs	1. Define line and bar graphs.	1. Dictionary
Read information from graphs	2. Find different kinds of graphs in newspapers	2. Local newspapers
Draw graphs	3. Go to a stock broker's to see how information from graphs may be used.	
Field Trip	4. Draw the following graphs: - temperatures for a week - birthdays of class members - number of students in each 4th grade class - number of students in each grade level	4. Paper, pencil. Hand out a sheet of questions to be answered about each graph after it is drawn.

EVALUATION: The student will draw and read a line or bar graph.

Bess Saunders
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 8:15 The student should understand that decisions of buyers and sellers determine the prices of resources and materials.

BASELINE OBJECTIVE: The students will compare prices.

PERFORMANCE OBJECTIVE: The student will be able to compare prices of fish and chicken at 2 neighborhood grocery stores and determine which is the better buy.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Define: compare	1. Bring newspaper grocery list to school.	1. Dallas Times Herald, Dallas Morning News
Compare prices		
Field trip	2. Make a price list from the two stores of chicken and fish.	
Multiply and divide	3. Visit the stores to determine the best buys.	3. Swirl, page 285 New Dimensions
	4. Discuss findings with classmates.	4. Which store had better looking products, etc.
	5. Determine the price of 2 lbs. of chicken and fish at each store and decide how much money would be saved at which store.	

EVALUATION: The students will compare prices of fish and chicken at 2 neighborhood grocery stores and determine which is the better buy.

Terecia V. Harris
Albert S. Johnston

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 5

CAREER EDUCATION
LEARNER OUTCOME: 8:18 The student should understand the need for not buying items which are priced too high.

BASELINE OBJECTIVE: Divide a whole number less than 10,000 by a whole number less than 100.

PERFORMANCE OBJECTIVE: The student will be able to compare prices and decide which is the best buy.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Comparison shopping Compare weights and prices Division of whole numbers	The student will: 1. Compare two supermarkets' prices for the best buys. 2. List several meats and compare amount per pound. 3. The students will bring to class meat labels, compare pounds and ounces, and decide which is the best buy. 4. View the film, "How we spend our money." 5. Discuss why it is important to look for the best quality at the lowest price.	1. Text: Family Budgeting American Book Co. Projector Book 5. 2. The Dallas Morning News, The Dallas Times Herald. 3. Calculators, Table of Weigh 4. D.I.S.D. Film.

EVALUATION: The student will compare prices and decide which is the best buy.

Ernestyne Dorsett
Lisbon

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics GRADE LEVEL: 5

CAREER EDUCATION
LEARNER OUTCOME: 8:22 The student should identify various reasons for using a bank.

BASELINE OBJECTIVE: The student will be able to multiply two digit numbers with sums less than a thousand.

PERFORMANCE OBJECTIVE: The student will be able to find how much interest a deposit of $30.00 in a savings account will accrue in a year.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Application of multiplication facts from 1 x 1 to 12 x 12.	1. Read chapter 3, pp. 356-390.	1. Exploring Elementary Mathematics, Houghton- Mifflin
Banking systems, checking accounts, loans, etc.	2. Listen as the instructor explains the vocabulary used in the banking business.	2. Teacher Information: Vocabulary: deposit, withdrawal, interest finance, teller, bank, credit, repossession, certificate of deposit, safe deposit box, etc.
Necessity for Saving	3. Discuss with a bank teller the process involved in opening a savings account and fill out sample forms.	3. Get deposit slip, applications, and resource person from the bank.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Deposit $30.00 in a mock savings account and using the formula I = P x R x T will determine how much interest he/she can accumulate in one year. 5. Discuss with the class reasons for having a savings account and ask his/her parents if they have a savings account.	4. Pencil, paper

EVALUATION: The student will find how much interest a deposit of $30.00 in a savings account will accure in a year.

James S. Reed
William Brown Miller

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 5

CAREER EDUCATION
LEARNER OUTCOME: 8:22 The student should identify various reasons for using a bank.

BASELINE OBJECTIVE: Add whole numbers, each less than 10,000.

PERFORMANCE OBJECTIVE: The student will be able to make deposits and withdrawals from a savings account.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Field Trip - Why we need a bank	1. Go to a bank and determine what a bank is used for.	1. Local bank
Addition, Subtraction	2. Fill out a sample application for a savings account.	2. Blanks from the bank
	3. Make 7 deposits and 5 withdrawals from his/her savings account and show the correct balance after each transaction.	3. As determined by the teacher.

EVALUATION: The student will make deposits and withdrawals from a savings account.

Prezella Butcher
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 5

CAREER EDUCATION
LEARNER OUTCOME: 9:01 The student should be able to give examples of how an understanding of a specific knowledge is a means of achieving a particular career goal.

BASELINE OBJECTIVE: Add simple fractions with like denominators less than 20.

PERFORMANCE OBJECTIVE: The student will be able to identify at least five careers and daily routines requiring an understanding of fractions.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Fractions writing and reading adding subtracting multiplying dividing reducing to lowest terms Finding least common denominators Vocabulary - fractions - numerator - denominator - mixed fraction - improper fraction - proper fraction - reducing to lowest term	1. Read pages 197-198 of his or her text, and engage in a teacher led discussion on "What are Fractions and Their Everyday Uses." 2. View a film "Introduction to Fractions and Their Everyday Uses." 3. Engage in a follow-up discussion on the film, naming the everyday use of fractions. 4. Use the textbook glossary to look up and decide on workable definitions of the common terms used in working with fractions. 5. Prepare fractional objects showing that different fractions can be expressed in more than one form.	1. Text: Exploring Elementary Mathematics, Holt Rinehart and Winston, Inc. 1970, pp. 197-198. 2. Film, film projector. 4. Text book glossary, pages 351 - 372. 5. Paper, pencils, colored chalk, glue, magic marker, poster board and scissors.

Curriculum Content	Activities	Resources/Suggestions
Discussion of careers involving fractions Problems Role-playing	6. Look up information regarding the need for fractions in various careers as well as everyday life. 7. Arrange his or her list according to those requiring more knowledge of fractions than others. (Greatest to least) 8. Solve problems involving fractions. 9. Role play in a simulated restaurant and serve fractional sections of food.	6. Library materials and facilities, text book, newspapers, Occupational Outlook Handbook. 7. Pencil and paper 8. Work sheets. 9. Simulated restaurant consisting of 8 different foods that can be served in fractional parts.

EVALUATION: The student will identify at least five careers and daily routines requiring an understanding of fractions.

Carrie Jean Flowers
Roger Q. Mills Elementary

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 5

CAREER EDUCATION
LEARNER OUTCOME: 9:01 The student should be able to give examples of how an understanding of a specific knowledge is a means of achieving a particular career goal.

BASELINE OBJECTIVE: The student will be able to name and read fractional numbers represented by a marked portion of a model.

PERFORMANCE OBJECTIVE: The student will be able to identify various careers and daily routines requiring an understanding of fractions.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Fractions Writing and reading Adding Subtracting Multiplying Dividing Reducing to lowest terms Finding least common denominators	1. Read pp. 197-198 of his or her text, and engage in a teacher led discussion on what are fractions and the everyday use of them.	1. Text. Keedy, Dwight, Nelson, Schluys and Anderson, Exploring Elementary Mathematics, Holt, Rinehart & Winston, Inc., 1970, pp. 197-198.
Reducing to lowest term	2. View a film "Introduction to Fractions and their Everyday Use."	2. Film - Film Projector
Discussion of careers involving fractions	3. Engage in a follow up discussion on the film; discuss the contents of it.	
Problems	4. Prepare fractional objects showing that different fractions can be expressed in more than one form.	4. Paper, pencils, colored chalk, glue, magic marker, poster board and scissors.
Role-Playing	5. Look up information regarding the need for fractions in various careers as well as every day life.	5. Library materials. Text book, newspaper. Occupational Outlook Handbook.

Curriculum Content	Activities	Resources/Suggestions
	6. Arrange his or her list according to those requiring more knowledge of fractions than others.	6. Pencil and paper
	7. Talk to community resource people holding jobs requiring a great knowledge in fractions.	7. Community resource person from bank, post office, restaurant and general store.
	8. Solve problems involving fractions.	
	9. Role-play in a simulated restaurant serving fractional sections of food.	

EVALUATION: The student will identify various career and daily routines requiring an understanding of fractions.

Carrie Jean Flowers
Roger Q. Mills Elementary School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 8:06 The student should be able to understand the necessity for money as a medium of exchange in our economy.

BASELINE OBJECTIVE: The pupil should be able to use money notation correctly when adding, subtracting, multiplying, dividing.

PERFORMANCE OBJECTIVE: The student will be able to solve addition and subtraction problems involving money and maintain records of simulated income and expenditures by using a facsimile checkbook and deposit slips to record bank transactions.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Money Record Keeping Addition Subtraction Buying or bidding for items Vocabulary - income - deductions - deposit - withdrawals - checks - insufficient funds - ledger - accounts - teller Establishment of class bank	The student will: 1. Participate in a teacher-directed class discussion about the money and banking systems used in the United States. 2. View the filmstrip, "Your Bank and Personal Money Management." 3. Listen to and question a resource person from the local bank. 4. Keep a notebook containing new items which are introduced throughout the unit. 5. Make a facsimile checkbook. 6. Participate in establishing a class bank in which he or she deposits "pay checks" received for doing his or her "math" jobs correctly.	2. Filmstrip: "Your Bank and Personal Money Management" Texas Banking Association Austin, Texas 3. Resource person from local bank. 5. Teacher Information: Teacher or student-made checkbooks and bank ledger. 6. Teacher Information: A decision concerning the amount of paychecks should be made

Curriculum Content	Activities	Resources/Suggestion
		6. based on individual students' ability to add and subtract many digit numbers. "Classroom Cash" can be printed and used in conjunction with the checking system.
	7. Alternate with his or her classmates in playing the role of bank teller and bookkeeper.	7. Teacher Information: The bank teller will accept deposits and the bookkeeper will keep the bank ledger.
	8. Add the deposits to identify his or her current balance.	
	9. Subtract from his or her balance the amount of any checks he or she writes.	
	10. Use his or her money to buy items from classmates.	
	11. Participate in the end-of-unit auction to spend his or her classroom money.	11. Toys or other small items of little expense to the teacher may be auctioned off to the highest bidders using "classroom money."

EVALUATION: The student will solve addition and subtraction problems involving money and maintain records of simulated income and expenditures by using a facsimile checkbook and deposit slips to record bank-type transactions.

A. M. DeBose
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 8:08 The student should understand what interest is and why it is a necessary charge for using other people's money.

BASELINE OBJECTIVE: Multiply any whole number less than 1 million by a whole number less than 100.

PERFORMANCE OBJECTIVE: The student will be able to solve simple interest problems.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Necessity of interest	1. Discuss the meaning of interest and why it is necessary.	1. Resource person from a local bank.
Multiply numbers	2. View film about banking procedures and interest.	2. D.I.S.D. films.
Formula	3. Solve problems on interest.	3. Improving with Mathematics, p. 274.
	4. Solve teacher made problems using the formula $I = P \times R \times T$.	4. Teacher made problems.

EVALUATION: The student will solve simple interest problems.

M. Smith
Lisbon

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 8:10 The student should understand that wages are what someone is paid for his/her time and effort.

BASELINE OBJECTIVE: Subtract whole numbers each less than 10,000.

PERFORMANCE OBJECTIVE: The student will be able to compute her/his income for working a certain number of hours at a certain rate of pay.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Place value Subtract whole numbers Subtraction with money	1. Identify place value.	1. Place value chart, Exploring Elementary Math (HRW). Modern School Math (AM)
	2. Subtract whole numbers to tens, hundreds and thousands with regrouping.	2. Thinking with Math, (ABC) Quizmo game, Flash cards, Abacus, DISD Fact Sheets II.
	3. Subtract using money notation.	3. Use money brought for lunch as an activity.
	4. Discuss in small groups a typical part time job and the amount it pays.	4. Babysitting 75¢/hr.; mowing the lawn, $1.00/hr.
	5. Work a problem such as: If you work 5 hours a week for 4 weeks, how much money would you make in one month.	

EVALUATION: The student will compute her/his income for working a certain number of hours at a certain rate of pay.

Terecia V. Harris
Albert S. Johnston

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 8:11 The student should be able to understand the difference between gross income, net income, and taxes.

BASELINE OBJECTIVE: Determine the take home pay and specific deductions such as income tax and social security.

PERFORMANCE OBJECTIVE: The student will be able to determine gross income, net income, social security deductions, and income tax deductions using sample problems.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Vocabulary -gross income -net income -social security -income tax.	1. Define the terms on vocabulary list. 2. Discuss the meaning of these words.	1. Dictionary 2. Teacher Procedures The teacher should assist the students in applying the terms to real life situations.
Math Skills -addition -subtraction -multiplication -division	3. Determine take home pay and specific deductions such as income tax and social security from a given gross pay.	3. Teacher should demonstrate the basic math skills Example Situation -Complete W-4 form for yourself. -For married man with 4 dependents -For blind widow, 75 years old. -Compute social security -Compute take-home pay

Curriculum Content	Activities	Resources/Suggestions
Fractions Decimals Percentages	4. Compute a 44-hour week's wages for a person who earns $3.10 per hour for the first 40 hours and $4.65 per hour overtime.	4. Materials -tax forms (1040) -tax schedules -facsimiles of pay roll checks. (Example attached)
	5. Determine the amount of income tax an individual will have to pay using a Form 1040 or other tax form, when given a set of conditions.	5. Example: Joe Jones earned $12,500 in wages last year. His credit union paid a dividend of $150.00 and he received $17.82 and $5.93 in interest from two savings accounts: What is his total income? Compute his income tax. Resource: Text Improving With Math Book 6, American Book Comp. Per Federal Income Tax, Dept of the Treasury-IRS.
	6. Evaluate Mr. Brown's pay check to determine if it is correct.	6. See attached copy of Mr. Brown's pay check.

EVALUATION: The student will be able to determine gross income, net income, social security deductions and income tax deductions using sample problems.

Margaret Smith
Ernestyne Dorsett
Lisbon

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 8:11 The student should be able to understand the differences between gross income, net income and taxes.

BASELINE OBJECTIVE: The student will interpret information displayed in a picture graph showing data from the world of work.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate knowledge of the gross income, net income, and taxes by computing the net income on sample check stubs when the other amounts are given.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Understanding the information found on a check stub - Gross Income - Net Income - Taxes - Personal Deductions	The student will: 1. Define gross income, net income, taxes and deductions. 2. Identify the gross income and net income from sample check stubs. 3. List the net incomes of different sample check stubs, when the amounts have been given for the gross income, taxes, and deductions.	1. Dictionary 2. Sample check stubs can be drawn on spirit masters. 3. Using sample check stubs the teacher should give the students different amounts for the gross income, taxes, and deductions. The student will then find the net income.

EVALUATION: The student will demonstrate knowledge of the gross income, net income, and taxes by computing the net income on sample check stubs when the other amounts are given.

Jessie Booker
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 8:22 The student should identify various reasons for using a bank.

BASELINE OBJECTIVE: The pupil should be able to use money notation correctly when adding, subtracting, multiplying, and dividing.

PERFORMANCE OBJECTIVE: The student will be able to solve addition and subtraction problems involving money and maintain records of simulated deposit slips to record bank transactions.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Money: - Record keeping - Addition - Subtraction, multiplication and division - Buying or bidding for items - Income, vocabulary, deposit slips, withdrawals, insufficient funds, ledger, accounts, teller	The student will: 1. Participate in gaining a general knowledge of the money services provided by banks. 2. View the filmstrip, "Your Bank and Personal Money Management." 3. Listen to and question a resource person from the local bank. 4. Keep a notebook containing new items which are introduced throughout the unit.	1. Class discussions. 2. Filmstrip: "Your Bank and Personal Money Management." Texas Banking Association, Dallas, Texas. 3. Resource person from local bank. 4. Teacher Information: Teacher or student made checkbooks and bank ledger.

Curriculum Content	Activities	Resources/Suggestions
	5. Add the deposits to identify his or her current balance.	5. Teacher Information: A decision concerning the amount of the pay-checks should be made based on individual student's ability to add and subtract many digit numbers. Teacher Information: The bank teller will accept deposits, and the bookeeper will keep the bankledger.
	6. Use his or her money to buy items from classmates.	6. Toys or other small items of little expense to the teacher may be used.

EVALUATION: The student will solve addition and subtraction problems involving money and maintain records of simulated deposit slips to record bank transactions.

A.M. De Bose
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 9:01 The student should be able to give examples of how an understanding of a specific knowledge is a means of achieving a particular career goal.

BASELINE OBJECTIVE: Find the least common denominator of two simple fractions with denominators to 12.

PERFORMANCE OBJECTIVE: The student will be able to list 3 careers that require a person to find common denominators of fractions.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Vocabulary	1. Define numerator and denominator.	1. New Dimensions, SWIRL
The Prime Method	2. List the prime factors of several numbers such as 4, 6, 8, 9, 10, 12.	2. Make fraction posters.
Equivalent fractions - Explanation - Examples $\frac{2}{3} \times \frac{2}{2} = \frac{4}{6}$	3. Make a set of flash cards of equivalent fractions. 4. Determine in a given problem - whether one denominator can divide into the other - multiply both denominators together	3. Use poster board.
	5. Discuss in class possible jobs that require one to find common denominators.	5. Example: Fabric salesperson, hardware salesperson.

EVALUATION: The student will list three (3) careers that require a person to find common denominators of fractions.

Terecia V. Harris
Albert Sidney Johnston

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Math

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 9:08 The student should demonstrate skills, such as: reading a thermometer, following directions in recipes, reading dials on an automobile dash, using simple gardening tools, running household appliances, setting dials on televion sets, and using rulers and tape measures.

BASELINE OBJECTIVE: The student will perform basic operations and solve problems using denominate numbers.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate knowledge of the metric system by making a centimeter ruler and measuring various objects.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Denominate Numbers	1. Research the historical background of the metric system.	1. Encyclopedias.
The Metric System of Measure	2. Compare English and metric units of measure.	2. Worksheets prepared by the teacher accompanied by boardwork.
Use of Standard Units to Measure Objects	3. Define terms used in the metric syscem.	3. List of terms provided by the teacher.
	4. View filmstrips.	4. Filmstrips: "Measuring the Metric Way" by Guidance Associates "Measuring Volume and Density"

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Measure with non-standard units and then move into the standard units.	
	6. Measure a piece of paper by using the width of a finger as a non-standard unit.	
	7. Make a centimeter ruler from tagboard and use it to measure various objects.	7. Tagboard, scissors, pencil

EVALUATION: The student will demonstrate knowledge of the metric system by making a centimeter ruler and measuring various objects.

Robert S. Jackson
Clara Oliver

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Science

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 4:06 The student should understand that it is satisfying to know how a specific task relates to the finished product.

BASELINE OBJECTIVE: To examine the interaction of objects such as constructing an electrical circuit.

PERFORMANCE OBJECTIVE: The student will be able to construct an electrical circuit and discuss reasons why the electrical circuit is important in his/her life.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
An Electrical Circuit Characteristics of electricity - Electricity is a form of energy. - Electricity travels in a circular path. - Electricity is a form of heat. Definition of a circuit How to make a circuit How are electrical circuits used in daily living Safety precautions Culminating activity	The student will: 1. Discuss and write definitions for electricity and electrical circuits. 2. Divide into three (3) groups.	1. Dictionaries, bulletin boards, diagrams of circuits and equipment labeled. 2. Materials Needed: Station I (for each student) - one wire - one bulb - one battery Station II (for each student) - one battery - one bulb - choice of string, rubber, glass rods, cloth. Station III (for each student) - 2 insulated wires - one bulb - one battery

Curriculum Content	Activities	Resources/Suggestions
	3. (Station I) Determine if a circuit can be formed using battery, wire, and one bulb. 4. (Station II) Determine if a circuit can be formed using battery, wire, string, rubber, glass rods, cloth and a bulb. 5. (Station III) Determine if a circuit can be formed using battery, 2 wires, and a bulb. 6. Alternate stations until each group has participated at all three. 7. Discuss the steps necessary to construct a completed circuit. 8. List various reasons why electrical circuits are important in his/her daily life.	

EVALUATION: The student will construct an electrical circuit and discuss reasons why the electrical circuit is important in his/her life.

Pat Conners
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Health Education

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 7:20 The student should be able to identify good safety habits which would apply on the job as well as at home.

BASELINE OBJECTIVE: The student will describe and recite procedures to follow to avoid hazards in our environment.

PERFORMANCE OBJECTIVE: The student will be able to construct a chart of good fire safety practices.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Fire Safety - school - home	1. Learn the Fire Department telephone number.	1. Telephone Book
	2. Visit a fire station.	2. Nearest fire station should be visited.
In case needed - phone numbers for fire department - location of nearest station	3. Listen as a fireman explains the importance of safety at school and at home.	3. Resource person at fire station
	4. View film on fire safety.	4. Films: - (H-1156) "Fire: Ways Out" - (HX-1123) "In Case of Fire" - (DX-917) "Telephone for Help"

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Construct a list of good safety habits at home. 6. Construct a chart of good fire safety practices.	5. Example: - Find two (2) exits from each room. - Secure proper equipment to stop small fires.

EVALUATION: The student will construct a chart of good fire safety practices.

Velva Slider
John N. Bryan

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Health Science

GRADE LEVEL: 5

CAREER EDUCATION LEARNER OUTCOME: 4:05 The student should understand the importance of staying with a task until it is completed.

BASELINE OBJECTIVE: The student will describe conditions that affect plant growth.

PERFORMANCE OBJECTIVE: The student will be able to grow a plant and follow a series of tasks necessary for plant growth.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Identify parts of plants and their functions: 1. leaf 2. stem 3. roots	1. Read text to identify parts and function of plants. 2. Discuss or describe the function of each plant.	1. Text: Understanding Your Environment, Book #5 2. Drawing of a plant with parts labeled.
Record procedure for growing a plant.	3. Outline all steps necessary for plant growth.	3. Soil, light, water, etc.
Demonstrate plant growth.	4. Observe, record, and compare growth rates of plants to environmental conditions or changes.	4. Soil, flower pots, bean or corn seeds

EVALUATION: The student will grow a plant and follow a series of tasks necessary for plant growth.

Jessie Hopkings
C. P. Russell

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Science

GRADE LEVEL: 5

CAREER EDUCATION LEARNER OUTCOME: 4:06 The student should know how a specific task relates to the finished product.

BASELINE OBJECTIVE: Observe, record, and compare the growth rate of plants.

PERFORMANCE OBJECTIVE: The student will be able to write a short paper describing the changes in the various vegetable plants from seedling to mature plant indicating completion of a specific task.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
The Structure of a Seed: - seed coat - embryo	1. Discuss the functions of the parts of a seed. 2. Draw a seed labeling each part.	2. Use the text, Understanding Your Environment, Level 5, as a resource.
The Structure of a Plant - roots - stem - leaves	3. Participate in a field trip to a local nursery or garden center.	
	4. List important factors necessary for growing healthy plants.	4. Healthy plants need: - sufficient light - water - air - minerals - correct temperature
	5. Discuss parts of a plant.	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Construct plans for an outside garden.	6. This must be cleared with the principal. An area must be roped off and made ready for planting.
	7. List things to be planted in garden.	7. After listing, teacher must make arrangements to get the necessary seeds. Suggested seeds: carrots, tomatoes, onions, cabbages, etc.
	8. Plant seeds in garden.	8. Teacher might invite a gardener to help advise students on planting.
	9. Make sure that the plants receive proper care and attention.	
	10. Chart the growth of the vegetable plants.	10. Each child should keep his/her own chart or graph.
	11. Harvest the vegetables when ripe.	
	12. Discuss and sample ripe vegetables produced in class garden.	
	13. Write a short paper describing the changes in the various vegetable plants from seedling to mature plant.	

EVALUATION: The student will write a short paper describing the changes in the various vegetable plants from seedling to mature plant indicating completion of a specific task.

Donna Popejoy
A. S. Johnston

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Science

GRADE LEVEL: 5

CAREER EDUCATION
LEARNER OUTCOME: 7:18 The student should understand current problems.

BASELINE OBJECTIVE: Interpret results of objects in the environment.

PERFORMANCE OBJECTIVE: The student will be able to identify different types of pollution.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Discussion of the problem of pollution in contemporary U.S.	1. Define the four types of pollution.	1. Dictionaries, class discussion
	2. Collect newspaper articles on pollution, label the type of pollution each represents and arrange on the bulletin board.	2. Magazines, newspapers, pictures and brochures from the Environmental Protection Agency.
Definitions of various forms of pollution: - land - air - water - noise	3. Listen to a tape of various sounds and determine which sounds are pleasant and which sounds are irritating.	3. Teacher prepares tape. Suggestion: Class could also discuss which noises could cause damage to one's hearing.
Noise pollution	4. View film on sound and make list of noise pollutants.	4. Film: H-6135 "Sound" H-6115 "Sounds All About Us"
Air Pollution	5. Draw pictures of the ways we use air and discuss with the rest of the class.	5. Suggested pictures: - people breathing - clothes drying - air conditioners - fans

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Read and discuss the relationship of air pollution and respiratory illnesses.	6. Transparencies/Milliken Publ. "Nurse" "Disease and Health"
	7. View film and list the types of air pollution discussed.	7. Film: H-542 "Air Pollution"
Land Pollution	8. Review the laws that govern land pollution.	8. Secure materials from Environmental Protection Agency
	9. Evaluate the degree of land pollution on the school grounds.	
	10. Conduct a litter clean-up campaign at school.	
	11. Review films and list types of land pollution and land conservation comparatively.	11. Films: HV-522 "Conservation and Our Forest" H-503 "Man Makes a Desert" H-509 "Guardians of the Wild"
Water Pollution	12. Discuss the importance of pure water.	
	13. Compare the growth of two plants; one using pure water and one using polluted water.	13. Two identical plants should be used.
	14. Discuss ways that air and land pollution can cause water pollution.	
	15. View film and list different types of water pollution.	15. Film: H-543 "Water Pollution"

EVALUATION: The student will identify different types of pollution.

Patricia Conners
Roger Q. Mills
James A. Keith
John Neely Bryan
Prezella Butcher
Roger Q. Mills

Additional Activities:

1. Draw pictures of the noisiest sound in the world and the nicest sound in the world. Explain the reason for your choice.

2. Experiment with plants giving one polluted air and the other clean air.

3. Make terrariums and make charts illustrating how air pollution becomes a cycle going from air to plants and animals and perhaps back to air.

4. Use terrariums to study the water cycle.

5. Set up stations for checking the air pollution at school. Put a thin coating of vaseline on several glass slides and place around school. After a few days examine the slides. In what part of the school is the air most polluted? Why is this so?

6. Make a list of air pollutants, their causes, and how we can do away with them.

7. Demonstrate waste decomposition by filling two jars with water. Put lid on one. Place a piece of waste in the other and then cover it. Place both jars in sunny window. Observe and record changes during the week.

8. Write to the Department of Health, Education and Welfare to see what is being done to minimize hazardous conditions concerning health.

9. Discuss how raw sewage, factory waste, chemical discharge, and oil spills can pollute our water supply, cause illness, and even death.

10. Discuss how polluted water affects fish and wildlife.

11. Discuss how the life cycle depends on a balance of nature.

12. Make a list of people that contribute to preserving our natural resources and environment.

13. Seek information regarding job opportunities in various fields of environmental control.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Science

GRADE LEVEL: 5

CAREER EDUCATION
LEARNER OUTCOME: 7:18 The student should understand current problems.

BASELINE OBJECTIVE: The student will interpret the results of the relationships of objects by matching listed causes of air, water and land pollution to related forms of prevention.

PERFORMANCE OBJECTIVE: The student will be able to interpret the results of the relationships of objects by matching listed causes of air, water and land pollution to related forms of prevention.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Types of Pollution -Air -Land -Water	1. Define the 3 types of pollution.	1. Text: Understanding Your Environment
	2. List the evidence of the 3 types of pollution in the community.	2. Field trip around the school.
Causes of Pollution -Air: factories, transportation -Land: littering, spillage from factories -Water: spillage from factories, oil tankers, sewage	3. List possible causes of the 3 types of pollution.	
	4. Write to different governmental agencies about the effects of pollution.	4. Environmental Protection Agency Audubon Society World Life Commission

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Effects: -Diseases that affect people (emphysema) -Harm animals and soil -Ruins water for use by people and animals Federal Laws: Enactment of and Enforcement 1. Education of society as to effects of pollution. 2. Each person does his own effort. 3. Regulations for factories as to elimination of chemical waste and for transportation of oil.	5. Bring current events articles about pollution. 6. List the things he/she can do to prevent pollution in his/her community. 7. Discuss the prevention of the 3 types of pollution in school community. 8. Make a poster or collage about preventing pollution inside the school community.	8. Materials: Poster, crayons, magazines.

EVALUATION: The student will interpret the results of the relationships of objects by matching listed causes of air, water and land pollution to related forms of prevention.

Donna Popejoy
A. S. Johnston

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Science

GRADE LEVEL: 6

CAREER EDUCATION LEARNER OUTCOME: 1:02 The student should be able to apply decision making steps to solve a personal problem and to make a career choice.

BASELINE OBJECTIVE: The student will recognize the interrelationships between plants and animals in their environment.

PERFORMANCE OBJECTIVE: The student will be able to analyze his/her strengths and weaknesses and decide on a type of job for which he/she is best suited.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Define psychology Analyze self Do you work best with 1. Data 2. People 3. Things Do you work best 1. Alone 2. Small group 3. Large group Leadership Skills Interests	The student will: 1. Define psychology and discuss how an understanding of oneself can help one make a career decision. 2. Analyze oneself in relation to how she/he works best. 3. Describe jobs that he/she is interested in. 4. Write a paper on which jobs would suit her/his personality traits the best. 5. Talk to people who are involved in the type of work in which he/she is interested.	1. School Counselor, VEG group. 2. Human behavior 3. Occupational Outlook Handbook 5. Resource person

EVALUATION: The student will analyze his/her strengths and weaknesses and decide on a type of job for which he/she is best suited.

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Jimmy G. Williams
John Neely Bryan

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Health Science

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 5:25 The student should be able to identify traits which are essential to having a pleasing personality.

BASELINE OBJECTIVE: The student will understand the biological and associated emotional changes.

PERFORMANCE OBJECTIVE: The student will be able to decide what personality traits are pleasing to him.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Developing a positive self-concept.	1. Discuss what is considered acceptable or unacceptable behavior by society.	1. Resource person from Mental Health Association. Also various films are available from social agencies in Dallas.
	2. Discuss in small groups what personality traits are pleasing and what are displeasing.	2. Examples: helpfulness, generosity, whining, cheating, lying, etc.
	3. Write a paragraph on what personality traits she/he would like to improve upon and how he/she plans to do it.	3. Pencil, paper

EVALUATION: The student will decide what personality traits are pleasing to him.

Jessie Hopkins
Clinton P. Russell

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Science

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 8:03 The student should understand that technology results in greater, faster and better production.

BASELINE OBJECTIVE: The student will text explanations involving operational definitions for basic machines by using simple scientific equipment and instruments.

PERFORMANCE OBJECTIVE: The student will be able to list at least 10 products used in the school or home that can be made quicker and better by using tools and machines, rather than by hand.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Identify the six basic machines.	1. Collect pictures of tools and machines and classify them as to basic use.	1. Magazines, newspapers and Sears catalogue.
Describe the uses of the six basic machines.	2. Use and be shown examples of uses for the tools in the classroom.	
View machine operations and mass production.	3. View films on simple machines.	3. Films: H 6259, Inclined plane, wedge and screw; H6137, Wheel, axle and pulley; H1137 Electric safety.
Comparison of machine versus hand operations.		
Selection of items that can be made by machine better than by hand.	4. Visit a donut shop and observe donuts being made.	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Discuss the limitations of making donuts by hand and decide if machines can do it more efficiently and better. 6. List 10 items made by hand and discuss whether they can be made faster and better by machine.	5. Field trip follow-up

EVALUATION: The student can list 10 products used in the school or home that can be made quicker and better by using tools and machine, rather than by hand.

James A. Keith
John Neely Bryan

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Music

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 1:08 The student should realize the benefits gained from talking to parents, friends and neighbors about jobs.

BASELINE OBJECTIVE: The student will be able to create, describe and perform various music to develop necessary skills and understandings toward realizing differences in style, mood, and purpose in music.

PERFORMANCE OBJECTIVE: The student will be able to describe several music-related careers after talking with parents, friends, neighbors, and guest lecturers about jobs involving music.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Awareness and Appreciation of music as both a vocation and an avocation. Careers in Music - performance - composition - arranging - recording - sales	1. List all music-related careers the class can name.	1. Teacher Information: Occupations such as conductor, singer, instrumentalist, symphony manager, sound technician, etc.
	2. Observe the careers in music posters and select one to present to the class.	2. Materials: Packet of posters on careers in music.
	3. Compile a list of musical careers known by immediate family, friends, and neighbors.	3. Teacher Information: Each student will take his or her own survey over a weekend.
	4. Write his or her list on the board and discuss the class findings.	
	5. Organize a class scrapbook of music careers by bringing in newspaper and magazine articles and pictures.	5. Label each page with the careers named and each student can paste his or her own articles or pictures on the correct page. Materials: sketch pad or pad of construction paper, paste, markers.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Listen to guests' lectures and ask one question of each to discover more about their job.	6. Resource Persons: Invite people in music-related careers not yet mentioned. Suggestions: Recording engineer, record store owner, music therapist, advertising employee, etc. Teacher Information: Encourage each student to prepare a question in advance.
	7. Compile a new list of music-related careers.	7. Include all of the careers discussed - guests, posters, those known by family, etc. Add newspages to the scrapbook.
	8. Compare the first class list with the new one and discuss the benefits of asking others about possible jobs.	8. Compare the list compiled in #1 with that of #7.
	9. Participate in class discussion by choosing at least one career from the final life to briefly summarize for the class.	

EVALUATION: The student will describe several music-related careers after talking with parents, friends, neighbors, and guest lecturers about jobs involving music.

Picolia Louise Bush
Clara Oliver Elementary

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LEARNING MODULE
CAREER EDUCATION

SUBJECT: Music

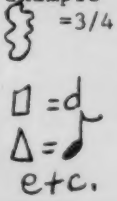
GRADE LEVEL: 4-6

CAREER EDUCATION
LEARNER OUTCOME: 4:04 The student should want to work for personal satisfaction and independence.

BASELINE OBJECTIVE: The student will be able to relate well-established beat feelings to note values, using symbols (devised or traditional) to illustrate the felt beats and the beat groupings.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate his or her feeling for the beat through physical rhythmic activity and will devise individual notation to represent the rhythm of a well-known song which the class can perform and with which he or she is satisfied.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Devised Notation - steady beat - accent	1. Clap the steady beat while singing familiar songs.	1. Text: Series books Teacher Information: Students may choose the songs
Traditional Notation - meter signature - measure - bar line - whole note - half note - quarter note - eighth note - accent	2. Distinguish the accent by performing specified rhythmic activities to familiar songs.	2. Example: 3/4 stomp, clap, clap 4/4 stomp, clap, clap, clap etc.
	3. Observe the teacher and draw the music symbols.	3. Draw the eight symbols on the board and explain their meaning.
Original Notation	4. Locate these symbols in the songs sung.	4. Songs used in #1 and #2.

Curriculum Content	Activities	Resources/Suggestions
	5. Listen to teacher's explanation and create his or her own notation for a favorite song, using shapes instead of traditional symbols.	5. Teacher demonstration example  =3/4 Explain that the class will perform it, so students should work on it until they are fully satisfied with it.
	6. Practice performing his or her notation to be sure it correctly fits the song and he or she is satisfied with the chosen shapes.	6. Encourage students to choose any shapes they want.
	7. Transfer the devised notation to a chart, omitting the title, and choose the body instruments for the class to use.	7. Student can specify body instruments-clap, snap, whistle, etc. Materials: Tagboard Markers.
	8. Perform each class member's rhythm using specified body instruments and name the song.	8. Teacher Information: Students should be able to guess the title of the familiar songs from performing the rhythm if notation is written correctl
	9. Discuss the degree of satisfaction received through producing an original notation system that the class can correctly perform and identify.	

EVALUATION: The student will demonstrate his or her feeling for the beat through physical rhythmic activity and will devise individual notation to represent the rhythm of a well-known song which the class can perform and with which he or she is satisfied.

Nellie Anderson
Albert Sidney Johnston Elementary

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Music

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 4:06 The student should understand that it is satisfying to know how a specific task relates to the finished product.

BASELINE OBJECTIVE: (F) The student will aurally and visually analyze and perform short rhythmic/melodic patterns to discover how sounds and silences may be organized to express musical ideas, and be able to hear and demonstrate likenesses and differences in the ways the elements are organized to create simple forms.

PERFORMANCE OBJECTIVE: The student will be able to describe the satisfaction of recognizing the musical idea of an an entire piece of music by identifying its organization of component motifs and phrases.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Introduction to concept: The whole of a piece of music is made up of smaller musical ideas presented in interesting ways.	1. Demonstrate attentiveness by listening to teacher explain that music is made up of parts called motifs and phrases which may be found to be "questions and answers", entirely different, "repetitions", or "in sequence".	
Demonstration of motif.	2. Diagram pattern of short and long dashes on the chalkboard describing the melodic pattern being played (--- ___)	2. Teacher plays the beginning motif of Beethoven's Symphony No. 5, first movement, from a recording.
	3. Diagram on chalkboard again using dashes as many arrangements of the pattern as can be discerned.	3. Teacher plays long enough portion of same selection as above to present examples of this motif in varying forms.

Curriculum Content	Activities	Resources/Suggestions
	4. Tabulate how many times the motif is heard being played by any part of the orchestra.	4. Teacher plays recording again. Students work individually at chalkboard where they may be aided by seeing each others' work.
	6. Identify the song in a game of "Name That Tune" by raising hand when the song is recognized.	6. Teacher plays phrases from familiar songs on the piano.
	7. Sing an ending to a melody the teacher plays but stopped before it was complete.	7. Teacher plays phrases of familiar songs as well as sometimes playing phrases from totally unfamiliar songs allowing the student to experience composing original ending phrases.
	8. Participate in a class discussion on describing the feeling experienced before and after the ending was sung.	8. Teacher encourages acceptance of each student's opinion.

EVALUATION: The student will describe the satisfaction of recognizing the musical idea of an entire piece of music by identifying its organization of component motifs and phrases.

Richard A. Malloy
Roger Q. Mills Elementary

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Music

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 4:08 The student should display pride in his or her work or work products.

BASELINE OBJECTIVE: The student will be able to create, describe and perform various musics to develop necessary skills and understandings toward realizing differences in style, mood and purpose in music.

PERFORMANCE OBJECTIVE: The student will be able to distinguish between playing with pride and playing without pride.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Ukulele -parts -holding -strumming -chord fingering F C^7	The student will: 1. Listen to the teacher explain the parts of the Ukulele.	1. Materials: Ukulele for each student Teacher Information: head, neck, body of Ukulele; holding the instrument.
	2. Demonstrate proper way to hold ukulele.	
	3. Identify the proper way to strum ukulele.	3. Strum several ways and allow the class to identify the proper method.
	4. Practice the proper fingering for F chord.	4. Teacher demonstration and individual help.
	5. Practice the proper fingering for C^7 chord.	
	6. Demonstrate accurate, rapid change of fingering from the F to the C^7 chord, and back to F.	6. Allow for plenty of practice time.

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Curriculum Content	Activities	Resources/Suggestions
	7. Play ukulele C^7 and F chords in appropriate sequence accompanying a song being played on piano by teacher.	7. Resource: Select a well-known song from the series books.
	8. Describe differences in playing with pride and in playing without pride.	
	9. Describe the pride or lack of pride evidenced by known professional musical performing groups who are successful.	9. Teacher Information: Start with students' own knowledge of various groups; add groups from T.V., musicians studied in class, etc.
	10. Demonstrate playing with pride.	10&11. Tape the performances of the same song from the series books.
	11. Demonstrate playing without pride.	
	12. Participate in class discussion comparing the two performances.	12. Play back tape.

EVALUATION: The student will distinguish between playing with pride and playing without pride.

Richard A. Malloy
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Music

GRADE LEVEL: 4

CAREER EDUCATION
LEARNER OUTCOME: 4:08 The student should display pride in his or her work and work products.

BASELINE OBJECTIVE: The student will be able to hear, read and write short dictated rhythmic melodic patterns that are improvised and/or found in familiar music.

PERFORMANCE OBJECTIVE: The student will be able to accurately notate the rhythm in a saying, poem or nursery rhyme of his or her choice and present a quality performance of this project for the P.T.A. meeting.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Musical Notation Rhythm is an integral component in sayings, poems, nursery rhymes, and jump rope calls. Rhythm can be notated: short sounds, long sounds Devised Notation	The student will: 1. Clap the rhythms and patterns of famous sayings, nursery thymes, poems, and jump rope calls collected by the class. 2. Demonstrate ability to notate sayings using his or her own system of notation for short and long sounds. 3. Transfer finished notation to a chart for (presentation purposes) 4. Recite all the sayings, following rhythmic notation on charts.	1. Reference: Farmer's Almanac, Whole Earth Kids' Almanac, or any sayings the student knows from personal experience. 2. Materials: Paper, pencil, crayons, Audio-Visual: over-head projector, transparencies, grease pencil. Teacher Information: Demonstrate on overhead; students work in small groups. 3. Materials: posterboard, marks-a-lot. 4. Teacher Information: class performance of each saying.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Practice saying his or her rhyme.	5. Audio-Visual: tape recorder. Students should tape their performance and play back in order to make improvements.
	6. Demonstrate ability to notate by presenting a quality performance for the P. T. A.	

EVALUATION: The student will accurately notate the rhythm in a saying, poem or nursery rhyme of his or her choice and present a quality performance of this project for the P.T.A. meeting.

Carrie Dee Huntington
William Bryan Miller

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Music

GRADE LEVEL: 5

CAREER EDUCATION
LEARNER OUTCOME: 4:08 The student should display pride in his or her work and work products.

BASELINE OBJECTIVE: The student will be able to create, describe and perform various musics to develop necessary skills and understandings toward realizing differences in style, mood and purpose in music.

PERFORMANCE OBJECTIVE: The student will be able to distinguish the effect of pride to a quality performance of "Chiapanecas" and "Tina Singu."

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Performing: Travel involves an understanding of diversified information and design. Mexico is a culture and country that has influenced our own culture. The African rhythm plays an important role in its music and heritage. Analysis of Performances.	The student will: 1. Construct the design of a passport and a travel folder. 2. Perform songs and dances typical to Mexico as introduced by the teacher. 3. Locate Mexico and Latin American countries by map study, games and puzzles. 4. Demonstrate a Mexican fiesta after research on culture, foods, costume, etc.	1. Materials: paper, photographs, markers. Teacher Information: Lecture and demonstration. Travel folders should offer enticement to visit that place. 2. "Chiapanecas", Exploring Music, 6 "La Raspa", Growing with Music, 6 Folk Dance, Making Music Your Own, 5; "Guantanamera", Enjoying Music, 5; "San Sereni", Making Music Your Own, 5 4. Reference: encyclopedias, Exploring Music, 6

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Read/sing "Tina Singu", an African folk song and identify its call and response form.	5. Text: Exploring Music, 5
	6. Perform "Tina Singu" with both hand-clapping and instruments.	
	7. Demonstrate how "Tina Singu" and "Chiapanecas" would sound when performed by a group who had no pride in their performance.	7. Audio-visual: tape recorder, Teacher Information: Record performances.
	8. Discuss how pride affects a performance.	
	9. Apply pride for a quality performance of "Tina Singu" and "Chiapanecas".	9. Record performances.
	10. Distinguish the difference between the two performances.	10. Play back both performances and identify the quality presentation.

EVALUATION: The student will distinguish the effect of pride to a quality performance of "Chiapanecas" and "Tina Singu".

Jane Waters
C. P. Russell

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LEARNING MODULE
CAREER EDUCATION

SUBJECT: Music

GRADE LEVEL: 5 & 6

CAREER EDUCATION
LEARNER OUTCOME: 4:08 The student should display pride in his or her work and work products.

BASELINE OBJECTIVE: The student will be able to aurally and visually analyze and perform short rhythmic melodic patterns to discover how sounds and silences may be organized to express musical ideas.

PERFORMANCE OBJECTIVE: The student will be able to distinguish the effects of pride on a quality performance of "When The Saints Go Marching In."

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Playing Instruments Using the Index "When The Saints Go Marching In" -Melody -Descant	The student will: 1. Clap eight bars of the refrain. 2. Identify the title and find the page on which the musical selection is located. 3. Sing the refrain. 4. Listen to the descant to the refrain. 5. Play the descant on the recorder while others sing.	1. Teacher Information: Only show the note valued and time signature. 2. Text: Exploring Music 5 Teacher Information: Allow students to use the index of the book. 4. Teacher plays it on the recorder. 5. Divide class and one half play while the other half sings.

Curriculum Content	Activities	Resources/Suggestions
	6. Practice the descant in a small group.	6. Class may work in groups of eight.
	7. Perform the descant with his or her group.	7. Teacher will grade each group; class comments, also.
	8. Listen to and practice the melody of the refrain.	8. Teacher Demonstration work in small groups.
	9. Perform the melody with his or her group.	9. Same evaluation
-Rhythm patterns	10. Practice playing selected rhythmic patterns on class room rhythm instruments.	10. Materials Hand-outs with patterns notated.
	11. Play one pattern while singing "When The Saints."	
	12. Perform his or her part in the classroom orchestra's performance of "When The Saints Go Marching In."	12. Teacher Information: Class divided into three groups: A. Sings and plays rhythm instruments. B. Plays melody on recorders C. Plays descant on recorders Tape the performance. Instruct two students in each group to deliberately mess up.

Curriculum Content	Activities	Resources/Suggestions
Evaluation of Performance	13. Evaluate performance by listening to tape.	13. Play back tape.
	14. Identify the students making mistakes and correct errors.	
	15. Participate in the final performance.	15. Tape performance.
	16. Listen to tape and discuss the differences between the two.	16. Play back tape.
	17. Describe the effects that pride in doing the piece correctly made on the quality performance.	

EVALUATION: The student will distinguish the effects of pride on a quality performance of "When The Saints Go Marching In."

Paul Stewart
J. N. Bryan

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Music

GRADE LEVEL: 5 & 6

CAREER EDUCATION
LEARNER OUTCOME: 4:13 The student should communicate an understanding of the need to talk on some occasions and the need to listen in other situations.

BASELINE OBJECTIVE: The student will be able to hear, read and write short dictated rhythmic melodic patterns that are improvised and/or found in familiar music.

PERFORMANCE OBJECTIVE: The student will be able to identify ways that listening helped him or her perform "Hot Cross Buns."

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
The Recorder "Hot Cross Buns" Rhythm Melody Playing	The student will: 1. Speak through four measures of the song "Hot Cross Buns."	1. Teacher Information: Write "Hot Cross Buns" on the board with score (F major) words and fingering.
	2. Clap the rhythm.	
	3. Listen to the melody.	3. Teacher will play "Hot Cross Buns" on piano and then on the recorder.
	4. Sing "Hot Cross Buns."	
	5. Sing and clap the song.	
	6. Listen again, while silently fingering the recorder.	6. Teacher demonstration.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	7. Practice playing "Hot Cross Buns" on the recorder. 8. Perform "Hot Cross Buns" on his or her recorder while the teacher plays a second part. 9. Listen to performance and participate in class evaluation. 10. Identify through discussion the ways that listening helped him or her in the performance of "Hot Cross Buns".	7. Materials: Recorder for each student. 8. Teacher Information: Accompany the class by playing the harmony. Record the performance. 9. Play back and encourage personal observations/opinions.

EVALUATION: The student will identify ways that listening helped him or her perform "Hot Cross Buns".

Paul Stewart
J. N Bryan

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LEARNING MODULE
CAREER EDUCATION

SUBJECT: Music

GRADE LEVEL: 5 & 6

CAREER EDUCATION
LEARNER OUTCOME: 4:13 The student should communicate an understanding of the need to talk on some occasions and the need to listen in other situations.

BASELINE OBJECTIVE: The student will be able to create, describe, and perform various musics to develop necessary skills and understanding toward realizing differences in style, mood and purpose in music.

PERFORMANCE OBJECTIVE: The student will be able to distinguish between selected composers' works and will discuss his or her findings, observing when it is his or her turn to speak and when it is time to listen to others.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Style Composers Biography Musical Contributions Aural Identification of Compositions	The student will: 1. Listen to teacher's presentation of the works of several composers. 2. Identify the pictures of the composers discussed. 3. Listen to a recording of a composition by each composer and watch as the teacher matches the record with the composer's name. 4. Discuss rules of courtesy for a group discussion and compile a list of these rules. 5. Listen to other recordings by each composer. 6. Classify each recording as to the composer by participating in class discussion on the on the elements heard in each piece.	1. Reference: Old symphony and opera programs 2. Materials: Packet of composers' pictures. 3. Selected records from series book. 4. Teacher Information: Stress the importance of listening to others so each student's comments will fit into the discussion. 6. Materials: Recordings of simple compositions from series book.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	7. Choose a composer and write a report on his life.	7. Materials: Library Materials
	8. Select a particular time in the composer's life and act this out for the class.	8. Materials: Students may bring any props they need.
	9. List all composers presented by other students and identify their pictures through participation in the class discussion.	9. Teacher Information: Posters of composers' pictures can be displayed around the room; let students give their opinions.
	10. Evaluate his or her own degree of success in following the courtesy rules during the earlier discussions and share the evaluation in a small group discussion.	10. Materials: Self-evaluation form with check list for the rules of courtesy for a discussion

EVALUATION: The student will distinguish between selected composers' works and will discuss his or her findings, observing when it is his or her turn to speak and when it is time to listen to others.

Glenn Miller
William Brown Miller

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Music

GRADE LEVEL: 5 & 6

CAREER EDUCATION
LEARNER OUTCOME: 5:04 The student should be able to recognize the degree to which he or she is able to interact with other people by working as a team member.

BASELINE OBJECTIVE: The student will be able to aurally analyze single sounds produced on various instruments, then in multiple combinations to realize different timbral effects toward achieving expressive performance.

PERFORMANCE OBJECTIVE: The student will be able to identify and classify seventeen instruments through class study in groups and will be able to evaluate his or her effectiveness as a member of his group.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Instruments of the Orchestra Sections: 1) Woodwind 2) Brass 3) Percussion 4) Strings. Instruments: 1) Trumpet 2) Trombone 3) French horn 4) Tuba 5) Tambourine 6) Marimba 7) Gong 8) Cymbals	The student will: 1. Identify the pictures of the sections of the orchestra and of the instruments alone. 2. Listen to each section alone and write his or her guess as to which section is playing. 3. Listen to selected instruments alone and write his or her guess as to which instrument is playing. 4. List group rules as explained by teacher.	1. Materials: Posters of Instruments and sections of the orchestra. 2. Series book recording Teacher Information: Play again and give answers. 3. Materials: Same recording Teacher Information: Seventeen instruments under curriculum. Play record again and give correct answers. 4. Courtesy rules for working in small groups.

Curriculum Content	Activities	Resources/Suggestions
9) Piccolo 10) Flute 11) Clarinet 12) Oboe 13) English horn 14) Bassoon 15) Violin 16) Harp 17) Stringbass	5. Choose an instrument that he or she would like to pretend to play. 6. Practice his or her role-play of the instrument chosen by using the correct body movements. 7. Participate in a section rehearsal of role-playing with others who chose an instrument in the same section. 8. Perform the role-playing as a class orchestra with all four sections according to conductor's directions. 9. Discuss the effectiveness of playing his or her instrument alone compared to the whole section playing together. 10. Evaluate his or her work as a member of the section by completing the check list.	6. Teacher Information: Students may refer to poster to see method of playing instruments. 7. All woodwinds together, etc. 8. Teacher should be conductor first; then a student. Try a silent orchestra, and then with a record studied in class. Class analysis of the record as to which instruments are playing will have to be reviewed first. 10. Materials Check list for each student with group rules on it.

EVALUATION: The student will identify and classify seventeen instruments through class study in groups and will evaluate his or her effectiveness as a member of his group.

Glenn Miller
William B. Miller Elementary

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Music

GRADE LEVEL: 6

CAREER EDUCATION LEARNER OUTCOME: 1:12 The student should understand that many factors determine lifestyle such as income, culture, value systems and careers.

BASELINE OBJECTIVE: The student will be able to create, describe and perform various musics to develop necessary skills and understanding toward realizing differences in style, mood and purpose in music.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate his knowledge of changes in career, income, culture and styles of music influencing the lifestyles of important Afro-American musicians by participating in a class press conference in which some students role play the musicians and others question them about their lives.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Specific characteristics of musical style correspond to specific characteristics of cultural environment and historical periods.	1. View a film on Afro-American music.	1. Audio Visual: FX253 (Film)
	2. Develop a sequential list of Afro-American music consisting of the types, performers and examples of each.	2. Teacher Information: Ex: Ragtime-Scott Joplin "Maple Leaf Rag"
A. Spirituals	3. Define spiritual.	3. Class discussion
	4. Locate spirituals in the songbooks and learn to sing them.	4. Exploring Music 6 Discovering Music 6
	5. List the names of some famous spiritual singers.	
B. Ragtime	6. View a filmstrip about Scott Joplin.	6. Audio Visual: Brunswick Production "Jazz Greats: The Early Years"
	7. Define ragtime music and list its charactieristics.	7. Class discussion.

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CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	8. Make a list of Scott Joplin's music.	
	9. Listen to, analyze, and perform rhythm activities to two of his works.	9. "The Entertainer" "Maple Leaf Rag"
	10. Discuss his early life, career, and death, and emphasize the changes which took place in his personal life.	10. Note the decline of his popularity and why.
C. Blues	11. View a film about W. C. Handy.	11. Audio Visual: FX 210 or Brunswich filmstrip.
	12. Define blues music, and list its characteristics.	
	13. Make a list of W. C. Handy's music.	
	14. Listen to, analyze, and learn to sing examples of Handy's music.	14. Recordings: "St. Louis Blues" "Memphis Blues"
	15. Discuss W. C. Handy's life.	15. Teacher Information: Same as #10
D. Jazz	16. View a film about Louis Armstrong.	16. Audio Visual: IX 15260 "Satchmo"
	17. Define jazz and list its characteristics.	
	18. Make a list of Armstrong's music.	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	19. Listen to, analyze, and learn to sing some of his works.	19. Record "Struttin' With Some BBQ."
	20. Discuss Armstrong's life.	20. Teacher Information: Same as #10.
E. Big Band Blues.	21. Listen to selections of Big Band Blues.	21. C-2222 "Best of Big Name Bands"
	22. Define it and list its characteristics.	
	23. Make a list of band leaders.	
F. Rhythm and Blues	24. Write a report on Duke Ellington and discuss his life.	24. Resources: Library materials Teacher information: Same as #10.
	25. Listen to selections of rhythm and blues.	25. Current recordings.
	26. Define rhythm and blues, listing its characteristics.	
	27. List 10 composers or performers of rhythm and blues.	
	28. Write a report on one and participate in a discussion.	28. Same as #10.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	29. Participate in a press conference, role-playing either a musician or an interviewer.	29. Teacher Information: The individual lifestyles of each have already been discussed. Each student will choose a musician to portray or question the musicians about their lives. Give the interviewers categories for questions such as: - changing music styles - black culture - early life - career - decline of popularity

EVALUATION: The student will demonstrate his knowledge of changes in career, income, culture and styles of music influencing the lifestyles of important Afro-American musicians by participating in a class press conference in which some students role-play the musicians and others question them about their lives.

Janet Moberley
J.M. Bryan

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Music

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 2:02 The student should understand the necessity of seeking out knowledge about the supply of and demand for occupations before making a career choice.

BASELINE OBJECTIVE: The student will be able to create, describe and perform various musics to develop necessary skills and understanding toward realizing differences in style, mood and purpose in music.

PERFORMANCE OBJECTIVE: The student will be able to identify careers currently available in black music after further study of black music and the supply of and demand for specific musicians.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Black music is important because it helps tell the story of the black race. 1. Black music is American. 2. Black music is unique. 3. Black musicians and performers 4. Job opportunities a) Recording Companies b) Bands c) Orchestras d) Music studios e) Piano tuners f) Music therapists g) Teachers	The student will: 1. Read and discuss the biographies of selected black musicians.	1. Reference: Famous Negro Entertainers of Stage, Screen and Television. Teacher Information: prepare hand-outs of several excerpts for each student.
	2. View the filmstrip and write an outline of important events.	2. Audio-Visual: "Black Music In America" Filmstrip & Projector
	3. Review black musical compositions studied in class by listening to the recordings and describing the various styles.	3. Teacher Information: Use recordings of pieces already studied; include religious, "classical" and popular musics.

Curriculum Content	Activities	Resources/Suggestions
	4. Select and read an article from "Careers In Music" and present a brief summary during class discussion.	4. Reference "Careers in Music", Keyboard Jr. Magazine.
	5. Distinguish happenings in black music today and give his or her prediction of possibilities for the future.	5. Black Enterprise Magazine Local Newspapers
	6. Listen to guests' lectures and list available jobs they mention.	6. Resource Person: Invite black business people involved in the careers listed (see curriculum content) and ask that they tell about their jobs and the supply of and demand for them. (S.P.A.R.K. volunteers and local businesses) Include out-of-work musicians.
	7. Attend a field trip to see a black musician at work.	7. Teacher Information: Visit a studio or event available at that time- recording studio, symphony, opera, etc.

EVALUATION: The student will identify careers currently available in black music after further study of black music and the supply of and demand for specific musicians.

Nellie D. Anderson
Albert Sidney Johnston Elementary

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LEARNING MODULE
CAREER EDUCATION

SUBJECT: Music

GRADE LEVEL: 6

CAREER EDUCATION LEARNER OUTCOME: 4:04 The student should want to work for personal statisfaction and independence.

BASELINE OBJECTIVE: The student will be able to create describe and perform various musics to develop necessary skills and understandings toward realizing differences in style, mood and purpose in music.

PERFORMANCE OBJECTIVE: The student will be able to create and perform an original oriental melody with which he or she is fully satisfied.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Oriental music is a form that is pleasing, unique, and adaptable to many instruments. Oriental Culture -government -families -social institutions Arts -Compared with Western	The student will: 1. Research and report to class on a selected area of oriental culture. 2. Observe teacher's demonstration and participate in class performance of oriental dances 3. Listen to recordings and discuss the differences between oriental and Western music.	1. Reference: Library Materials Encyclopedia Teacher Information: Suggested topics: art, architecture, costume, ancient warrior training, etc. 2. Reference: Rhythm Today and recording "The Ribbon Dance" "The Coal Miners Dance" 3. Materials: Exploring Music 6 and recording "Ancient Chinese Temple Music" "And The Fallen Petals"

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Pentatonic scale	4. Listen to teacher's explanation of the pentatonic scale and its importance in Oriental music.	4. Teacher Information: Demonstrate that pentatonic scale can be found on the black keys of the piano. Penta = Five; Tonic = tones.
	5. Sing selected oriental songs while playing the instruments the teacher designates.	5. Text: Making Music Your Own 6 "Feng Yang Drum" "Arirang" "Drescent Moon" Materials: Instruments gongs, triangles, finger cymbals tone blocks; bells and autoharp on pentatonic scale
Haiku Literature	6. Read and discuss examples of Haiku poetry.	6. Text: Exploring Music 6
	7. Participate in class discussion on the need for striving for personal satisfaction when working on a task.	7. Teacher Information: Give own opinion and open it up to class discussion.
	8. Tell the class about something he/she has individually accomplished in the past and with which he/she was satisfied.	8. Student's personal experiences.
	9. Write an original Haiku, following rules for this form of poetry.	
	10. Set it to music, using the pentatonic scale and practice the composition until he or she is satisfied with it.	
	11. Perform it on the black keys of the piano while the class sings the original lyrics.	11. Student's words should be written on board or mimeographed for everyone.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	12. Read one of the Oriental tales and share it with the class.	12. Reference: The Elephants Bathtub by Frances Carpenter
Art	13. Construct an oriental art project and show it to the class.	13. Ask the art teacher to co-ordinate art lessons with this oriental music unit. Oriental art of origami, wood-blocking, ink printing, etc.
	14. Discuss his/her degree of satisfaction recieved from completing the art project and the musical composition.	

EVALUATION: The student will create and perform an original Oriental melody with which he or she is fully satisfied.

Jane Waters
C. P. Russell Elementary

LEARNING MODULE
CAREER EDUCATION

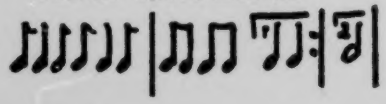
SUBJECT: Music

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 4:13 The student should communicate an understanding of the need to talk on some occasions and the need to listen in other situations.

BASELINE OBJECTIVE: The student will be able to aurally and visually analyze and perform short rhythmic/melodic patterns to discover how sounds and silences may be organized to express musical ideas, and be able to hear and demonstrate likenesses and differences in the ways the elements are organized to create simple forms.

PERFORMANCE OBJECTIVE: The student will be able to discuss what would happen if he/she did not listen for rhythm in performing three selections.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Form: Theme and Variations	1. Recite the simple poem "Wump of Gump".	1. Teacher Information: Wump of Gump Did you ever ride a wump? I have a wump with just one hump But I know a man by the name of Gump Mr. Gump has a hump wump So if you like to go bump bump Just hop on the hump of the Wump of Gump.
Non-pitched: - Varying Color	2. Vary the performance of the poem by substituting color sounds for certain words.	2. Wump = pat Hump = clap Gump = snap Bump = stomp
Expressive Elements - Dynamics	3. Clap the demonstrated rhythm pattern after the teacher.	3. Teacher information: 

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
- Accent	4. Clap the rhythm again, changing the dynamics his/her own way.	4. <, >, <>, etc. Each student has a chance to make one up for the class; one example is voted best.
	5. Clap the rhythm, changing one point of accent to his/her preference.	5. Example: a. ♪♩♪♪♩♪ b. ♪♩♩ ♪♪♩♪ Again, each child makes one up and the class votes for the best
- Color	6. Perform the rhythm using another sound other than a clap.	6. Example: Mouth sounds, stomp, snap, etc. (Follow same procedure)
	7. Clap the rhythm at his/her own choice of speed.	7. Very slow, fast, etc. (same procedure)
- Tempo	8. Participate in class performance of the selected variations as a combined composition.	
Pitched Instruments	9. Perform a given tune on the Orff instruments, as part of a group.	9. Materials: Tune - "Turn Me In a Hurry Now" from Strawberry Fair by Jane Frazee.
	10. Change the tune in his/her own manner and perform for the class.	10. Use same procedure: Each student makes a change and performs it for the class.
	11. Discuss what would happen if he/she had not listened for the rhythm when performing the three selections.	11. Class discussion: Relate this to performing other music, listening before other activities, etc.

EVALUATION: The student will discuss what would happen if he/she did not listen for rhythm in performing three selections.

Jan Moberley
John Neely Bryan

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Music

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 5:04 The student should be able to recognize the degree to which he or she is able to interact with other people by working as a team member.

BASELINE OBJECTIVE: The student will be able to realize that various textures in music can be created by one or more voice lines moving separately and/or together.

PERFORMANCE OBJECTIVE: The student will be able to describe how he or she was able to work as a team member following the performance of "Row, Row, Row Your Boat."

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	Teacher Information:
Texture Single sounds Definition of texture Harmony Round	1. Identify sounds by their tone color	1. Teacher Information: Class will close their eyes and one student will be tapped on the shoulder. That student will respond "Who can recognize my voice?" Repeat with several students to illustrate the colors of various voices.
Analysis of texture	2. Practice singing "Row, Row, Row Your Boat" in unison	
	3. Define texture through class discussion.	3. Teacher Information: Compare unison performance to well-known round arrangement.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Identify his or her co-workers for the performance as a round.	4. Teacher Information: Use "Row, Row, Row Your Boat" first; then move on to other, more complex rounds.
	5. Participate in singing the round.	5. One member of each section can be instructed to attempt to mess up the others who are trying to sing correctly.
	6. Discuss the reasons why the performance was unsuccessful.	6. Record performances on tape recorder, and play back.
	7. Identify the person in the section that was responsible and interact with him or her to solve the problem.	
	8. Attempt another performance of the round and and evaluate it.	8. Tape performance and play back.
	9. Describe in class discussion how he or she was able to work as a team member.	

EVALUATION: The student will describe how he or she was able to work as a team member following the performance of "Row, Row, Row Your Boat."

Picolia Louise Bush
Clara Oliver Elementary

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 2:04 The student should be able to identify job categories in which he/she has some interest, and list under each category identified the various job titles, the educational requirement and the employment outlook for each job title.

BASELINE OBJECTIVE: Shapes can be discovered by the child in his environment.

PERFORMANCE OBJECTIVE: The student will be able to construct a cover for a book dealing with a chosen occupation and using geometric shapes related to that occupation.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Shapes Types of shapes 1. Geometric 2. Free Form 3. Organic Create a composition using various types of shapes. Shapes often help to identify a specific area of communication.	The student will: 1. Identify the 3 basic types of shapes. 2. Draw examples of the basic types of shapes. 3. Design a picture using a repeated pattern cut from a 6 x 6 folded piece of paper. 4. Draw a fabric design using free form shapes for crayon batik. 5. Make the batik. 6. Create a collage made from organic shapes cut from magazines. 7. Discuss how shapes can communicate ideas.	1. Teacher demonstration with slides and overhead transparencies. 3. Materials: construction paper, scissors, glue. 5. Materials: crayon, fabric 6. Materials: magazines, cardboard, glue, scissors.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	8. Select an occupation in which he/she is interested. 9. Identify various shapes that are associated with that occupation. 10. Design and construct a book cover for a report on his/her occupation using the shapes identified in activity #9.	

EVALUATION: The student will construct a cover for a book dealing with a chosen occupation using geometric shapes related to that occupation.

Catherine Alton
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: C:10 The student should be aware of various jobs he or she can have with the same skills.

BASELINE OBJECTIVE: Colors can be discovered by the child in his environment in nature and the man made world.

PERFORMANCE OBJECTIVE: The student will be able to list twenty (20) occupations where color is important.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Color - primary - secondary - tertiary	1. Identify the primary, secondary and tertiary colors from the color wheel.	1. Color wheels supplied by teacher.
	2. Demonstrate how two primary colors, when mixed, will make a different color	2. Materials: paint - red - yellow - blue brushes, paper
	3. Construct a collage using primary colors.	3. Construction paper: red, yellow, blue
	4. Create a still life picture using only secondary colors.	4. Paper, paint/crayons - orange - green - purple
	5. Create a crayon batik where only tertiary colors are used.	5. Cloth Crayons in tertiary colors

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Curriculum Content	Activities	Resources/Suggestions
	6. View a film on color.	6. Films "Nature of Color" "Elements of Color" "Colors All Around Us" AX-283 "Marc Chagall" A-120 "The Art of Seeing"
Color is important - fabric design - interior design	7. Listen to a resource person from the textile business discuss his/her job.	
	8. Create a repeated pattern design using one primary color, one secondary color, and one tertiary color to be used for a fabric pattern.	
	9. Construct a linoleum block print to be used for printing on fabric for placemats.	9. Resource "Printmaking Activi- for the Classroom" Worchester, Mass. Davis Publications, 1966.
	10. Discuss how color is used in many other occupations.	
	11. List twenty (20) occupations where color is important on their jobs.	

EVALUATION: The student will list twenty (20) occupations where color is important.

Catherine Alton
Roger Q. Mills

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 2:10 The student should be aware of various jobs he or she can have with the same skills.

BASELINE OBJECTIVE: The student will continue to develop an understanding and appreciate the visual qualities of color.

PERFORMANCE OBJECTIVE: The student will be able to list ten ways that color would be important to someone who works with plants.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Color can be discovered - in nature - in person-made world	1. Identify and describe various colors found in nature.	1. Teacher should lead discussion to follow various shades of green, brown, yellow, red, etc. Suggestion: A multi-media presentation of nature slides with music would enhance this activity.
Plant forms	2. Examine several books that have plant illustrations.	2. Resources: Some of My Best Friends Are Green/Dallas Junior Garden Society; Growing Plants from Vegetables/Education Society; Better Homes and Gardens/Series on Plants

Curriculum Content	Activities	Resources/Suggestions
Plant Garden - beautifies environment - arrangement of colors	3. Plant a vegetable garden.	3. Can either be at the interest center table or outside in the school yard. Materials: seeds, containers, soil, etc.
Artists who painted flora: - Monet - Manet - Van Gogh - Rousseau	4. Observe prints of artists who painted flora.	4. Shorewood Art Reproductions, Inc. Prints may be ordered from Dallas Public Library.
Watercolor techniques	5. Produce a watercolor of plant life that has been observed.	5. Watercolor sets, brushes, white watercolor paper, water jars.
	6. Visit the sunken gardens (Dallas City Parks) and interview the gardeners and horticulturist in charge.	6. Teacher could develop this unit further by having students draw sketches of what they observed.
	7. Discuss the use of color in occupations.	
	8. List ten (10) ways that color is important in jobs related to plants.	

EVALUATION: The student will list ten (10) ways that color would be important to someone who works with plants.

Barbara Dorff
Lisbon Elementary

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 2:10 The student should be aware of various jobs he or she can have with the same skills.

BASELINE OBJECTIVE: Power tools and their use.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate the proper use of power tools and identify three occupations which require the use of power tools.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
1. POWER TOOLS: Introduce the power tools and explain their use.	1. Observe color slides and charts which show proper use of the power tools.	1. Utilize examples from charts, color slides and posters.
2. Explain the operation of power tools and show the techniques necessary for good performance.	2. Demonstrate the proper and improper use of power tools.	
3. Power Tools -Lumber mills -Garment factories -Fabrication plants.	3. Use charts to show function and structure of power tools and make drawings of the power tools.	3. Materials -Drawing paper -Construction paper -Tempera -Tagland -Sabre saw -Jig saw -Drill and Ginder -Black Ink -Display blanks

Curriculum Content	Activities	Resources/Suggestions
4. Power tools used in three occupations.	4. Build models of buildings and houses.	
	5. Construct a plastic pendant picture holder and bracelet.	5. Mounting board -glue -X-acto-knife -Ruler -Plastic -Glue -Sabre saw
	5. Experiment with different woods; carving and cutting.	5. Oak Wood White Pine Balsa Jig Saw Sabre Saw
	6. See color slides and pictures of the lumber mills, garment factories and fabrication plants.	
	7. Experiment with cloth, oak and masonite.	7. Patterns (tag board) cutting and fitting.
	8. List occupations which require the use of power tools.	

EVALUATION: The student will demonstrate the proper use of power tools and identify three occupations which require the use of power tools.

Horace Foxall
Johnston

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 4:04 The student should want to work for personal satisfaction and independence.

BASELINE OBJECTIVE: The student will develop an understanding and appreciation of the visual qualities of color.

PERFORMANCE OBJECTIVE: The student will be able to independently construct a collage using only primary colors.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Color can be discovered by the child in his environment (in nature and the man-made world). Primary colors: red, yellow and blue.	1. Talk about color and the variety of colors.	1. Audio-Visual Aids - "Nature of Color" (Film) - "Discovering Color" (Film) - "Experiencing the Elements of Art Through the Medium of Creative Photography" (Filmstrips)
	2. Describe colors found in objects in the room (books, clothing, painting, etc.).	
	3. Paint a design using only the primary colors.	3. Tempera paint and manila paper.
	4. Cut out and construct a collection of primary colors found out of magazines.	4. Magazines, manila paper, glue.
	5. Discuss the advantages of working independently.	5. Teacher should point out importance of personal satisfaction.
	6. Construct a collage using only primary colors.	6. Work independently.

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EVALUATION: The student will independently construct a collage using only primary colors.

Marsha Jenkins
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 4:05 The student should understand the importance of staying with a task until it is completed.

BASELINE OBJECTIVE: The student will develop an understanding and appreciation of the visual qualities of shape.

PERFORMANCE OBJECTIVE: The student will be able to identify reasons why it was important to complete the task of drawing half of a face to match the half face cut from a magazine.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Shapes can be discovered by the child in his/her environment	1. Listen as teacher outlines task to be accomplished.	1. Teacher demonstration
	2. View examples of work at various stages of completion.	
Parts of the face consists of varied, simple basic shapes.	3. Draw parts of the face, eyes, ears, nose and mouth.	3. Materials: paper, pencil
	4. Construct a funny unrealistic face by combining different parts of the face as developed in Activity #1.	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Locate a face from a magazine and cut in half.	5. Teacher information: Make certain student selects a full face view.
	6. Glue half of face to a single sheet of paper.	6. Teacher information: Make certain that student leaves enough room on paper to draw the remainder of the face.
	7. Complete the full face on other half of paper.	
	8. Discuss why it was important to finish the task.	

EVALUATION: The student will identify reasons why it was important to complete the task of drawing half of a face to match the half face cut from a magazine.

Cassandra Justice
Clinton P. Russell

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 4:05 The student should understand the importance of staying with a task until it is completed.

BASELINE OBJECTIVE: The student will develop an understanding and appreciation of the visual qualities of texture.

PERFORMANCE OBJECTIVE: The student will be able to complete the task of distinguishing the difference between the different types of textures.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Texture can be used on the surface in creating art products (on two-dimensional or three-dimensional work).	The student will: 1. Talk about texture and the variety of texture. 2. Compare the different types of textures. 3. Collect examples of textures to construct a collage. Experiment by arranging and rearranging on cardboard before gluing into place.	1. "Discovering Texture" (film) 2. Nature Specimens -leaves -wood -seed -grass -rocks -shells 3. Materials: scrap cloth yarn glue scissors objects from nature cardboard for background of collage

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Do a texture rubbing with crayons on different textures. 5. Discuss the importance of completing his or her task.	4. Materials: newsprint, crayons

EVALUATION: The student will complete the task of distinguishing the difference between the different types of textures.

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Marsha Jenkins
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 6

CAREER EDUCATION LEARNER OUTCOME: 4:08 The student should display pride in his or her work and work products.

BASELINE OBJECTIVE: The student will develop an understanding and appreciation of the visual qualities of line.

PERFORMANCE OBJECTIVE: The student will be able to draw four (4) nature pictures using broken and continuous lines; rough and smooth lines.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Lines How lines are used in a man-made world - environment - nature - experiences	1. View films on lines	1. Films: - A 174 - "Line" - A 175 - "Discovering Line"
	2. Look up information regarding broken and continuous lines; rough and smooth lines.	2. Research done in library.
How lines interact - lines produce designs - lines produce shapes in nature Review variety of techniques	3. Read pp. 30-41 in textbook.	3. Text: Creative Drawing: Point and Line, Rottger, Ernst and Klante, Van Rostrand Co., New York.
Create art products involving lines	4. Draw pictures using broken lines.	4. Teacher Information: To achieve maximum results the teacher will show examples of pictures using broken lines and continuous lines, rough and smooth lines.

Curriculum Content	Activities	Resources/Suggestions
	5. Experiment with different materials to produce different kinds of lines.	5. Example: - smooth and rough paper - tempera paint - chalk - crayon - oil pastel - pencil
	6. View a film	6. Film: AX 289 "Introduction to Drawing Materials"
	7. Draw lines with the many different media observed in the film plus any the class can suggest.	7. Materials: - newsprint - ink - pen - paint brushes - pencils - drawing paper - compressed charcoal - felt tip pens - magic markers

EVALUATION: The student will draw four (4) nature pictures using broken and continuous lines; rough and smooth lines.

Laura D. Kelly
John Neely Bryan

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 4:08 The student should display pride in his/her work and work products.

BASELINE OBJECTIVE: The student will develop an understanding of the history and origin of pottery with emphasis on the contemporary work.

PERFORMANCE OBJECTIVE: The student will be able to produce an original piece of pottery and describe why he/she is proud of it.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Pottery Making - artists of the past - reflect life and time - living through three dimensional art pottery.	1. View a film on pottery in Mexico.	1. Films: A-136/"Mexico Wood, Clay and Fine Arts" A-122/"Hopi Indian Arts and Crafts" SA-132 2 x 2 slides of Contemporary American Ceramics
Contemporary Artists - artists of today - three dimensional - materials and styles - record of culture through art	2. Look up information regarding primitive pottery.	2. Resources: Materials from library.
	3. Draw a picture of the pottery project they will make.	
Movements in Pottery - projecting area - receding area	4. Apply design concepts in the production of pottery.	4. Suggestions: To achieve maximum results, students view pottery made by others.
Methods of building in hollow clay - pinch - coil - salb - wheel	5. Develop skills in the use of various tools and processes in the production of pottery and will develop an understanding of the limitations of his/her material.	

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Glazing Clay - water proof - add color - enhance form	6. View films concerning glazing.	6. Films: A-144 "Pottery Making" A-101 "ABC of Pottery Making: The Coil Method"
Technique in texturing clay - slip - wax - resist - stain	7. Develop techniques and skills required in decorating or finishing the surface of pottery. 8. Construct original pieces of pottery for display. 9. Describe reasons why you are proud of your pottery.	

EVALUATION: The student will produce an original piece of pottery and describe why he/she is proud of it.

Laura D. Kelly
John Neely Bryan

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 6

CAREER EDUCATION LEARNER OUTCOME: 7:07 The student should be able to understand that there are members of our society who are unable to provide incomes for themselves and that our society has taken responsibility for supporting certain people, such as orphans and the aged.

BASELINE OBJECTIVE: The student will continue to develop an understanding and appreciation of the visual qualities of color.

PERFORMANCE OBJECTIVE: The student will be able to construct and decorate a wooden dollhouse to be presented to Buckner Baptist home for Orphans.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
How a house is built - house plans - Architect - Electrician - Plumber - decision making	1. Read and interpret simple house plans.	1. Resources - textbook, library books.
	2. Design a two story house plan for a dollhouse. The final plan will include decisions about efficient plumbing, electrical outlets and wiring, convenience for the residents (family of 4).	2. Teacher suggestions: Discuss with class. - plumbing - electrical outlets and wiring.
Cost of building a house - cost of tools and supplies	3. Listen to a presentation by local architect.	3. Architect from a local firm.
Techniques of Construction - tools and supplies (Carpenter) - proper use and care - measuring and construction - decorating interior - color combinations	4. Decide together as a class which plan or combination of plans will be used.	
	5. Identify a variety of building materials necessary to build a house.	5. Suggestions: - visit local lumber yard - cost and quality - study catalogues from Sears and Ace Hardware.

Curriculum Content	Activities	Resources/Suggestio
	6. Purchase the exact materials needed to build the doll house.	6. Suggestions: - encourage students to bring as much "found" material from their own homes as they can. (i.e., nails, scrap, lumber, carpet, needle and thread.
	7. Listen to a presentation by a carpenter on correct use of tools.	
	8. Measure, cut, and construct the basic form of the doll house.	
	9. Visit a local interior design shop and talk to a decorator.	
	10. Decide on good color combinations to be used on walls, floors, furniture and accessories for each room.	10. Should take into consideration the supplies such as wall paper samples or carpet, that are available for free.
	11. Make decisions as a group which designs will be used for each room.	
	12. Decorate the individual rooms, including construction and upholstery of furniture.	12. Teacher will demonstrate methods of sewing, upholstering, wall papering and the possibilities of careers in these fields.

Curriculum Content	Activities	Resources/Suggestion
	13. Design the outside of the doll house.	13. Teacher will review points the architect made about exterior design.
	14. Decide as a class on the best design.	
	15. Complete exterior design.	
	16. Deliver as a class the finished product to Buckner Baptist Home.	16. Teacher should talk about B.L.O. 7:07. Punch and cookies will be served at the Buckner Home.

EVALUATION: The student will construct and decorate a wooden doll house to be presented to Buckner Baptist Home for Orphans.

Barbara Dorff
Lisbon Elementary

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 7:12 The student should be able to give several examples of good work habits such as punctuality and planning one's work.

BASELINE OBJECTIVE: The student will develop an understanding and appreciation of the visual qualities of lines.

PERFORMANCE OBJECTIVE: The student will be able to identify why good work habits contribute to the successful completion of advertisement for a school related project.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Lines can be discovered and experienced in the environment. Basic Lines 1. Straight 2. Circle 3. Zig Zag 4. Wavy 5. Spiral 6. Half Circle Letter Styles	The student will: 1. Discuss billboards, signs, posters, and other forms of advertising. 2. Locate examples of advertisements from magazines 3. Discuss lettering styles, layouts, and materials to be used. 4. Do a planning paper to prepare for completed poster. 5. Create a poster or billboard advertising a place, thing, or event that the school is participating in relation to a specific project.	2. Teacher suggestions: Use examples of finished products we see everyday. 3. Teacher suggestion: An outside speaker could be used to discuss various fields of advertising. 5. Materials: -White drawing paper or poster board -Paint/ink and pen.

Curriculum Content	Activities	Resources/Suggestions
	6. Discuss ways in which neatness, preplanning, punctuality, and co-operation contribute to the completed products success.	

EVALUATION: The student will identify why good work habits contribute to the successful completion of advertisement for a school related project.

Cassandra Justice
Clinton P. Russell Elem.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Physical Education

GRADE LEVEL: 4-6

CAREER EDUCATION
LEARNER OUTCOME: 5:04 The student should be able to recognize the degree to which he/she is able to interact with other people by working as a team member.

BASELINE OBJECTIVE: The student will learn and develop skills needed to participate in modified sports.

PERFORMANCE OBJECTIVE: The student will be able to discuss the importance of working as a team member while playing a game of volleyball.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Volleyball 1. History 2. Service 3. Rotation 4. Spiking	The student will: 1. Read as many books and magazines on volleyball as can be found in library. 2. Observe a demonstration of the underhand and overhand serve. 3. Practice the rotation system to make sure each person knows each position. 4. Practice as an individual the correct method of handling the volleyball. 5. Perform individual skills to develop skills necessary for team play.	1. library 2. Gymnasium, volleyball

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Curriculum Content	Activities	Resources/Suggestions
	6. Participate in a game of volleyball in which teams work together. 7. Discuss the importance of working as a team.	

EVALUATION: The student will discuss the importance of working as a team member while playing a game of volleyball.

James Morgan
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Physical Education

GRADE LEVEL: 4-6

CAREER EDUCATION
LEARNER OUTCOME: 5:04 The student should be able to recognize the degree to which he/she is able to interact with other people by working as a team member.

BASELINE OBJECTIVE: The student will learn rules and develop skills necessary to participate in modified sports.

PERFORMANCE OBJECTIVE: The student will be able to perform each skill while working as a member of a team.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Basketball 1. passing 2. dribbling 3. layups 4. shooting	The student will: 1. View film on basketball. 2. Perform the basic skill of each activity individually. 3. Play intersquad games in which he/she works together with teammates. 4. Discuss problems he/she is having with the skills. 5. Work one on one with a teammate of the same ability. 6. Discuss and work on the skill problems they have as an individual and as a team.	1. Film - Basic Skills of Basketball. Chaos should result 2. Individual techniques 4. Teacher discussion with small and large groups.

Curriculum Content	Activities	Resources/Suggestions
	7. Listen to a guest speaker.	7. Southern Methodist Basketball Player.
	8. Read books, magazines and the newspaper on basketball.	8. Library at school, home library.

EVALUATION: The student will perform each skill while working as a member on a team.

James Morgan
W. W. Bushman

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Physical Education

GRADE LEVEL: 4-6

CAREER EDUCATION
LEARNER OUTCOME: 5:12 The student should be able to give examples of the advantages and disadvantages of being a leader and/or a follower.

BASELINE OBJECTIVE: The student will learn rules and develop skills needed to participate in modified sports.

PERFORMANCE OBJECTIVE: The student will be able to officiate as well as play the game of softball.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Softball 1. History of the game 2. Skills a. throwing b. catching c. batting d. base running 3. Rules of the game and space required. 4. Equipment needed 5. Official requirements 6. Players 7. Terminology	The student will: 1. Read the softball history and rules of the game. 2. Demonstrate throwing and catching skills by playing relay games and lead-up games. 3. Demonstrate fielding, batting and base running by playing softball. 4. Apply the rules of softball in actual game participation.	1. The teacher will provide mimeographed copies of the softball rule book for students. 2. The teacher will use lead-up games to develop softball skills with the students. 3. The teacher will choose teams of equal ability in skills to provide students with an opportunity to use their softball skills. 4. Baseball diamond

Curriculum Content	Activities	Resources/Suggestion
	5. Use proper softball equipment for safety measures.	5. The teacher will provide bats, balls, masks and ask students to bring gloves
	6. Participate as a plate and base umpire.	6. The teacher will give the students the opportunity to show their ability as an umpire.
	7. Discuss the advantages and disadvantages of being a leader and a follower.	7. By officiating, the students will be able to give the advantages and disadvantages of being a leader and/or a follower

EVALUATION: The student will officiate as well as play the game of softball.

Nancy Jessup
Clara Oliver

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LEARNING MODULE
CAREER EDUCATION

SUBJECT: Physical Education

GRADE LEVEL: 4-6

CAREER EDUCATION
LEARNER OUTCOME: 5:12 The student should be able to give examples of the advantages and disadvantages of being a leader and/or follower.

BASELINE OBJECTIVE: The student will learn rules and develop skills necessary to participate in modified sports.

PERFORMANCE OBJECTIVE: The student will be able to describe how/she felt both as a leader and a follower after playing several games of basketball.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Basketball 1. Dribbling 2. Passing 3. Shooting	1. Observe a demonstration of the correct way to dribble a basketball. 2. Participate in various relays in which dribbling is used. 3. Observe a demonstration of the chest pass, bounce pass, and one-hand overhand pass. 4. Participate in various lead-up games and relays in which the three basic passes are used. 5. Observe a demonstration of how to shoot a basketball. 6. Participate in lead-up games and relays in order to practice shooting.	1. Rules should be incorporated into each skill. 5. Individual technique should be allowed.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	7. Interact with a resource person from the S.O.C. state championship team.	
	8. Practice dribbling, passing, and shooting by playing a game of basketball.	8. The students will be placed on teams by the teacher. Half-court or full court may be used. Leaders should change with each game.
	9. Participate in a discussion of how they felt in the leader role and the follower	9. The teacher will select a captain for each team. The captains will have the responsibility of choosing positions, substitutes, etc. The activity should last long enough so that every student gets to be a captain.

EVALUATION: The student will describe how he/she felt both as a leader and a follower after playing several games of basketball.

Gaylia J. Polk
W. B. Miller Elementary

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Physical Education

GRADE LEVEL: 4-6

CAREER EDUCATION
LEARNER OUTCOME: 5:15 The student should understand that there are other individuals with whom he/she, as a worker, must interact.

BASELINE OBJECTIVE: The student will apply previously learned skills of movement to games and related activities.

PERFORMANCE OBJECTIVE: The student will be able to identify the advantages of players' interaction involved in the game of soccer.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Soccer 1. Players and area 2. Equipment 3. Skills a. kicking b. dribbling c. trapping d. heading e. throw in 4. Rules a. putting ball into play b. goal kick c. corner kick d. off side e. free kick f. penalty kick g. direct kick h. indirect kick i. scoring	The student will: 1. Identify player positions and playing area by reading the soccer materials given by the teacher. 2. Identify equipment used in the game of soccer. 3. Practice soccer skills by playing lead-up games and relays. 4. Apply the rules of soccer in playing the game. 5. Participate in a soccer game. 6. Discuss why the team using teamwork won the game.	1. Teacher will provide mimeograph copies of soccer rules for students. 2. Teacher will recommend soccer books in school library. 3. Soccer field 4. Gymnasium 5. The teacher will choose the teams according to the ability of the students to play together. 6. Teacher

Curriculum Content	Activities	Resources/Suggestions
	7. Participate in another soccer game more evenly matched. 8. Discuss which game was better and why.	7. The teams will be regrouped by the teacher.

EVALUATION: The student will identify the advantages of player interaction involved in the game of soccer.

Nancy Jessup
Clara Oliver

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Physical Education GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 5:04 The student should be able to recognize the degree to which he or she is able to interact with other people by working as a team member.

BASELINE OBJECTIVE: The student will be able to gain knowledge and skills through study of and participation in games related to football.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate basic football skills through participation in activities which involve interaction as a team participant.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Football 1. Development of the game 2. Football spreads throughout the nation 3. The first football game 4. Organization of collegiate and professional leagues 5. Football is improved 6. Heroes of the game 7. Rules governing football 8. Passing a football 9. Catching a football 10. Football terms 11. Football action 12. Offense in football 13. Defense in football	1. Read pp. 149-153 of text. 2. Organize a sequence chart depicting important events during the history of football. 3. Identify the first collegiate and professional football leagues. 4. Name five great names in the game of football (past or present). 5. Interview a local quarterback (college or professional).	1. Text: Lombardi, The Great Game of Football, Vol. 2, New York; Harcourt, Brace & World, Inc., 1970, pp. 149-153. 2. Paper, text, pencil 3. Library materials 4. Library 5. Roger Staubach, Dallas Cowboys.

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Curriculum Content	Activities	Resources/Suggestions
	6. Interview a local pass receiver.	6. Drew Pearson, Dallas Cowboys
	7. Attend a professional or college football game.	7. Dallas Cowboys, S.M.U. Mustangs, Bishop College
	8. View a film of the basic fundamentals of the game of football.	8. Film: "Basic Football Skills"
	9. Demonstrate basic throwing and catching skills.	9. Divide class into groups for performance of skills.
	10. Interact with other groups to collect suggestions about how to perform a certain skill.	
	11. Participate in a game of football.	11. Teacher suggestion: distribute talent evenly.

EVALUATION: The student will demonstrate basic football skills through participation in activities which involve interaction as a team participant.

Robert Jackson
William B. Miller

SUBJECT: Physical Education

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 5:15 The student should understand that there are other individuals with whom he/she as a worker must interact.

BASELINE OBJECTIVE: The student will apply previously learned skills of movement to the games and related activities.

PERFORMANCE OBJECTIVE: The student will be able to interact with other individuals in a game of volleyball.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Volleyball - Overhand serve - Underhand serve - Serving - Rotation - Rules - Scoring	1. Observe a demonstration of the overhand serve.	1. Volleyball, gymnasium and net.
	2. Participate in a game of "Keep It Up" for practice of the overhand serve.	2. Game "Keep It Up" Objective: Each team tries to hit the ball over the net as many times as possible, not allowing the ball to hit the floor. The team with the highest hit score wins the game.
	3. Observe a demonstration of the underhand serve.	3. Teacher demonstration.
	4. Practice the underhand serve in groups of 6 to 8 in a circular formation.	4. Divide the students into two groups having them serve the ball across the net.

SUBJECT: Physical Education

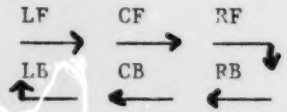
GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 5:15 The student should understand that there are other individuals with whom he/she as a worker must interact.

BASELINE OBJECTIVE: The student will apply previously learned skills of movement to the games and related activities.

PERFORMANCE OBJECTIVE: The student will be able to interact with other individuals in a game of volleyball.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	The student will:	
Volleyball - Overhand serve - Underhand serve - Serving - Rotation - Rules - Scoring	1. Observe a demonstration of the overhand serve.	1. Volleyball, gymnasium and net.
	2. Participate in a game of "Keep It Up" for practice of the overhand serve.	2. Game "Keep It Up" Objective: Each team tries to hit the ball over the net as many times as possible, not allowing the ball to hit the floor. The team with the highest hit score wins the game.
	3. Observe a demonstration of the underhand serve.	3. Teacher demonstration.
	4. Practice the underhand serve in groups of 6 to 8 in a circular formation.	4. Divide the students into two groups having them serve the ball across the net.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Practice the underhand serve individually.	5. Students
	6. Practice rotation. (They will rotate until they have learned the direction of movement for each position.)	6. Front line moving to the right; back line moving to the left. 
	7. Listen to the teacher explain the rules of the game.	7. Teacher
	8. Listen to teacher explain the correct way of scoring.	8. Teacher
	9. Particpate in a game of volleyball.	9. Gymnasium
	10. Participate in a discussion of why the winning team won the game.	10. The teacher knowingly places cooperative followers of the rules on Team A. Place the opposite on Team B. A will defeat Team B. Reasoning: Team A won because of team work.

EVALUATION: The student will interact with other individuals in a game of volleyball.

Gaylia J. Polk
W. B. Miller

SUBJECT: Physical Education

GRADE LEVEL: 6

CAREER EDUCATION
LEARNER OUTCOME: 5:20 The student should understand the importance of sharing one's time and talent with others.

BASELINE OBJECTIVE: The student will be able to gain basketball skills through participation in games and activities.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate basketball skills through participating in activities which involves helping others.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Basketball 1. Introduction of basketball. 2. The expansion of the game in the U. S. and world. 3. Basketball is improved. 4. Basketball league organized. 5. Pioneers of basketball league. 6. Great names in basketball. 7. Rules of the game.	The student will: 1. Read pp. 150-155 of the text. 2. Organize an outline tracing the high points during the birth of basketball. 3. Locate information concerning the organization of collegiate and professional leagues. 4. Locate articles of great basketball players of yesterday and today. 5. Visit the basketball Hall of Fame. 6. Tour the children's Museum of Boston. 7. View a film of the basic skills in basketball. 8. Participate in a game of basketball.	1. James Naismith, "Introduction to Basketball" 2. Paper, pencil, text 3. Library materials 4. Library 5. High school, college or professional players through films. 6. Film tour. 7. Gymnasium 8. Basketball

Curriculum Content	Activities	Resources/Suggestions
	9. Identify students with good performance skills. 10. Assist other students. 11. Participate in another basketball game and evaluate any improvements.	

EVALUATION: The student will demonstrate basketball skills through participating in activities which involves helping others.

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Robert L. Jackson
William Brown Miller

CAREER EDUCATION

SUBJECT: Speech Therapy

GRADE LEVEL: K-12

CAREER EDUCATION
LEARNER OUTCOME: 9:14 The student should understand that speaking is a skill which allows greater expression of emotion by tone and emphasis on words.

BASELINE OBJECTIVE: N/A

PERFORMANCE OBJECTIVE: The student will be able to produce the "th" sound in the initial, medial, and final positions by repeating this sound until he or she has achieved 90 to 95% accuracy.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Special Education Therapy - speech - language - hearing Producing Sounds in the initial, medial, and final positions	The student will: 1. Produce the "th" sound ten times. 2. Produce a good "th" sound in syllables with all vowel combinations in position with 90 to 95% accuracy out of 100 consecutive responses. 3. Produce the target phoneme in words in sentences with 90 to 95% accuracy out of 20 consecutive questions by the clinician, without picture stimulus. 4. Produce the "th" sound in the initial, medial, and final positions with 90 to 95% accuracy.	1. Picture Action Cards. 2. This should be done after the fifth session. Tape recorder, picture cards, games, mirrors, etc. 3. This should be done after the tenth session.

EVALUATION: The student will produce the "th" sound in the initial, medial, and final positions by repeating this sound until he or she has achieved 90 to 95% accuracy.

Willie M. Franklin
William B. Miller